DOCUMENT RESUME

ED 236 446 CG 016 995

AUTHOR Brion-Meisels, Steven; And Others
TITLE Program Manual, Adolescent Decisions Curriculum.
INSTITUTION Judge Baker Guidance Center, Boston, Mass.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 82
GRANT G-008001910
NOTE 154p.; For related documents, see CG 016 992-997.
AVAILABLE FROM Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($6.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adolescent Development; Adolescents; *Decision Making Skills; *Evaluative Thinking; Humanistic Education; Interpersonal Competence; Learning Modules; Models; Parent Participation; *Program Content; Program Guides; Secondary Education; *Secondary School Curriculum; Skill Development

ABSTRACT

This teacher's manual is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: work, drug (substance) use and abuse, sexuality and social relationships, juvenile law, and people and government. The manual is divided into 11 sections. The first section provides the rationale and conceptual framework of the curriculum including a developmental model of adolescent decision-making which involves five core skills, i.e., social perspective-taking, alternative and consequential thinking, communication, and evaluation. Section 2 provides an overview of decision-making as a core school program component. Sections 3-10 describe specific approaches to decsion-making including: (1) assessment and evaluation; (2) the adolescent decisions curriculum (guidelines and areas covered in other volumes of the program); (3) classroom meetings; (4) school climate and discipline; (5) parent involvement; (6) community outreach; and (7) a "whole school" model approach to decision-making. Section 11 provides guidelines for starting the program and case studies of program approaches. The four appendices include a needs and interest assessment for school staff, sample needs and interest tools for parents, parent evaluation ideas, and the Interpersonal Negotiation Strategies Interview form. (BL)


# PROGRAM MANUAL

## Adolescent Decisions Curriculum

Steven Brion-Meisels
Gwen Lowenheim
Beth Rendeiro




Judge Baker Guidance Center
295 Longwood Avenue
Boston, Massachusetts 02115

DRAFT JULY 1982

# ADOLESCENT DECISIONS:
# A SCHOOL-BASED APPROACH

## PROGRAM MANUAL



Steven Brion-Meisels and Robert Selman
(Project Directors)
Gwen Lowenheim - Program Development
Beth Rendeiro - Program Development
Amy Demorest - Program Evaluator
Michael Krupa - Program Evaluator
Sarah Freedman - Program Evaluator

# PREFACE

The Adolescent Decisions program represents a cooperative effort among a group of teachers, school counselors, administrators, students, parents, and researchers, under the umbrella of the Adolescent Issues Project (funded by the United States Office of Education, Special Education Projects Grant G008001910, and the Judge Baker Guidance Center).

We are indebted to the students, staff, and parents of the Manville School in the Judge Baker Guidance Center, in Boston, Massachusetts -- who provided the initial impetus and support for the program. We are also thankful for the support, ideas, and feedback provided by students and staff at 15 schools who have tested components of the program -- especially the Bay Cove High School, Holden School, Manville School and River Street Mini-School, which all served as replication sites during the 1982-83 school year.

We are thankful for the support provided by the staff of the United States Office of Education (Special Education Projects), and the staff at Program Development Assistance Systems, especially Ms. Julie Becklund.

## Table of Contents

Table of Contents (cont.--3)

## Tables

# INTRODUCTION

Adolescents face many difficult and complex decisions. They must decide how to choose and keep friends; how to find and keep a first job; how to respond to peer pressures regarding issues such as drug use and abuse, sexual behavior, law and delinquency; how to maintain family relationships while asserting and creating an autonomous role in the community.

These decisions force adolescents to develop new strategies for understanding themselves and their relationship to other people -- to family, friends, teachers, employers, and community members. Adults who work with adolescents must, in turn, develop their own strategies for helping young people make positive, constructive decisions about their own lives.

The Adolescent Decisions program represents an ongoing attempt to bring these decisions into the school -- within a structure that is systematic, realistic, and supportive for students, parents, and school staff. The Adolescent Decisions program is intended to help young people make better decisions about issues that face them as their roles and relationships change. For the past two years, this work has been supported by a Model Program Grant to the Adolescent Issues Project at the Manville School in Boston, Mass., (United States Office of Education, HCMP Grant G008001910) and by the Judge Baker Guidance Center. The goals for the Adolescent Issues Project have been:

1. To construct and field test a systematic classroom curriculum in four areas which are crucial to adolescent development: decisions about work, drug use and abuse, sexuality and emerging social relationships, and juvenile law.

2. To develop whole-school approaches to decision-making -- including strategies for classroom meetings, improvement of school climate and discipline, parent involvement, community outreach, student assessment, program evaluation, and staff development.

The Purposes of the Manual

This manual is intended to provide a rationale, an overview, and guide to several complementary approaches for helping adolescents make decisions; and to provide a strategy for deciding where to begin -- given the needs and skills of the staff, students, and parents, in a particular setting.

Although the information provided in this manual is general, we have tried to address selected crucial issues at a level that can provide sufficient information and techniques to allow school staff or parents to begin to use the program. For example, there are extensive descriptions of the conceptual framework for the program, core skills and activities, and strategies for establishing a supportive classroom environment. At other points, the manual refers readers to the Adolescent Decisions curriculum and the individual Notes for Teachers for each curriculum area -- or to monographs, resources, or other curricula relevant to the specific topic.

The Structure of the Manual

The manual is divided into eleven sections. The first section provides a rationale and conceptual framework for the program. The second section provides a brief overview of decision-making as a "core" component of a school program. Sections three through ten describe specific approaches to decision-making -- including assessment, curriculum, classroom meetings, school climate and discipline, parent involvement, community outreach, and an integrated "whole-school" model. Section eleven provides some guidelines for "getting started", including some examples (case studies) of program approaches. At the end of the manual, there is a section containing Appendices, Resources, and a Bibliography.

# 1. RATIONALE AND CONCEPTUAL FRAMEWORK

## EVOLUTION OF THE PROGRAM

As teachers and counselors, our work began with an attempt to respond to students' questions and concerns regarding sexuality and drug use. Over time, our emphasis has shifted from providing information, to improving the decision-making process itself -- through classroom interventions (like curriculum) and whole-school approaches. Components of the Adolescent Decisions program are currently being used by 40 schools and agencies working with young people whose comments and insight have helped reformulate the program to address issues of importance to adolescents.

## ASSUMPTIONS OF THE PROGRAM

The Adolescent Decisions program is based on the following assumptions about decision-making and its role in the lives of young people:

1. All behavior can be seen as the result of a decision.

2. All adolescents make decisions about their social relationships. Many adolescents have not learned to reflect on their decisions, or adequately anticipate the consequences of their decisions, or communicate their decisions in a language that is comprehensible to adults. However, adolescents spend a good deal of their energy thinking and making decisions about their many changing social relationships, inside and outside of school.

3. Decision-making skills are basic skills. The skills required to make positive interpersonal decisions are basic skills for success in life; they interact with other basic skills (like literacy and arithmetic computation) to determine how well an adolescent makes the transition into young adulthood.

4. Most interpersonal decisions involve a core set of conceptual and communicative skills, which can be improved through school interventions. Core decision-making skills are described in this section of the manual; they include the ability to label choices, generate alternative solutions, anticipate consequences, evaluate alternative solutions, and communicate ideas to others.

5. All adolescents need practice making decisions in realistic contexts, including the school. Adolescents often have difficulty with the transition to young adulthood because they have not had adequate preventive opportunities to practice making decisions -- to anticipate problems, remediate deficits, and learn from mistakes. Lack of practice in making decisions contributes to a range of social problems, including school drop-out, chronic unemployment, unwanted pregnancy, juvenile crime, and drug abuse.

6. Schools can and should provide opportunities for adolescents to practice making decisions. Adults who work with adolescents deal with these issues each day, although most formal curricula do not address adolescent decisions and dilemmas. Sound, preventive educational practice requires that decision-making skills be incorporated into the school program.

## CONCEPTUAL FRAMEWORK

### Decisions and Strategies

The decisions which adolescents make each day, range from simple ones (like what to wear to school) to confusing and complex ones (like how to

deal with peer and media pressure to use drugs). In order to successfully deal with these situations, an adolescent needs to accomplish two tasks: (1) decide what to do, and (2) develop a strategy for carrying out the decision. Here is an example of a common, but important decision-situation:

> Ray works in a supermarket stocking shelves. His boss sometimes asks him to stay late on Friday night to clean up the store. Tonight he has planned to go to a movie with a friend. At the last minute, the boss asks him to stay again. How should Ray deal with this situation?

Ray might deal with this situation in several different ways. He could decide the job isn't worth missing the movie, and use a simple strategy: quit the job. He could decide he really needs the money, so he will not express his own needs: his strategy might be to just keep quiet and work. He could make up an excuse about having to watch his baby sister, in order to get out of work. Or he could decide to stay, but to also express his own needs; his strategy then might be to ask the boss to set up a schedule so that he knows when he can be free to do other things.

Ray's decision will be affected by many different factors, including his relationship with the boss, his need for money, and his ability to think through the steps of making the decision. The Adolescent Decisions program focuses on this last factor -- by exploring with adolescents the steps they use in making interpersonal decisions, and the strategies they use to deal with problem situations. As educators, our own decision to focus on social thinking skills, is itself primarily a strategic decision, rather than a comfortable one. In other words, we believe that a range of social factors (in Ray's case, massive teenage unemployment and perhaps

family needs) are powerful determinants of an adolescent's experience -- often beyond the direct control of adolescents themselves. We focus on how the adolescent thinks about these situations, because we believe that schools can help directly improve these components of an adolescent's decision-making strategies as part of their daily work with students -- and because we believe this improvement can in turn help adolescents function more autonomously in a range of social situations.

## A Developmental Approach

There are many ways to approach the task of helping adolescents make decisions. The Adolescent Decisions program uses a developmental model: that is, we focus on broad skills and strategies which are generally applicable in many different social situations (like taking the perspective of others, or thinking about alternative solutions to problems).

Information about specific issues (for example, legal consequences of drug use), is used primarily to help facilitate the process of making interpersonal decisions and developing strategies to carry out those decisions. Our intervention model derives from cognitive-developmental research (Selman, 1980) and from behavioral intervention models that focus on information-processing (Spivack and Shure, 1978). For more background information about the developmental model and its relationship to clinical and education interventions, see Furth and Wachs (1975); Hersh, Paolitto and Reimer (1979); and Selman (1980).

Core skills in our approach include:

1. SOCIAL PERSPECTIVE-TAKING: the ability to look at a social problem from the perspective of both the self and others, and to take into account the needs and interests of others;

2. ALTERNATIVE THINKING: the ability to think of more than one possible strategy for resolving a problem;

3. CONSEQUENTIAL THINKING: the ability to anticipate the consequences of personal decisions -- for oneself and others;

4. COMMUNICATION: the ability to verbalize ideas, needs, motivations, and strategies in a way that is comprehensible to others;

5. EVALUATION: the ability to evaluate decisions (on the criteria listed above), select and act on one strategy that can be used to carry out the decision, and then evaluate the successfulness of the strategy.

The 5 Core Skills are listed in Table 1, which can be used as a handout for staff development activities (see section 2).

Table 1

INTERPERSONAL DECISION-MAKING

FIVE CORE SKILLS

1. SOCIAL PERSPECTIVE-TAKING

2. ALTERNATIVE THINKING

3. CONSEQUENTIAL THINKING

4. COMMUNICATION

5. EVALUATION

The following sections briefly elaborate on each of the skills listed above, and on their integration by adolescents into what we have called interpersonal negotiation strategies.

1. Social Perspective-taking.

One fundamental cognitive change that occurs during the years preceding adolescence, is an improvement in the ability to step "outside" one's own perspective, in order to look at a problem from the perspective of others. In Ray's situation, this involves the ability to consider his own needs (wanting to see the movie, be with his friend and/or keep his job) but also the needs of his employer (who wants to get the store clean, who may not know Ray's evening plans), and perhaps even others who are involved (his parents, who may need his salary; his friend, who may count on Ray's coming to the movie; his co-workers, who may need Ray's help to cover for an absent employee). Looking at the problem from all these perspectives may not directly provide Ray with a solution. However, the ability to consider many different perspectives, before deciding, will facilitate a decision that is more likely to meet the needs of most of the people involved. Furthermore, not considering these perspectives, will probably lead to a poor decision. For example, if Ray only thinks about seeing the movie, he may quit; the consequences of this strategy will be loss of salary, a poor employment record and (if Ray uses this strategy repeatedly) probably chronic unemployment.

Social perspective-taking skills are a necessary (although not sufficient) component of successfully negotiating a range of adolescent problems -- for example, making and keeping friends, dealing with media pressure to use

drugs, becoming more independent from parents, getting and keeping a job, etc. The interventions described throughout the Adolescent Decisions program include activities to improve social perspective-taking skills.

2. Alternative Thinking.

A second core skill is the ability to think of more than one strategy for resolving a problem, which we call (following other intervention models, e.g., Spivack & Shure, 1978) alternative thinking. This ability is helpful in a range of situations (including, for example, math computations); but it is especially crucial in resolving interpersonal problems. For example, if Ray wants to get out of working, he can try several strategies: quit, ask for the night off, make up an excuse, slip out early and hope his boss doesn't notice, call up another co-worker and try to get a substitute for the night. If Ray can only think of one solution (quit), his ability to deal successfully with this situation is much impaired.

3. Consequential Thinking

Consequential thinking is the ability to anticipate the consequences of a decision (or strategy), for the self and others. For example, if Ray simply quits his job, he will get to see the movie and be with his friend, lose a salary, build up a poor employment record, etc. If he stays but doesn't say anything to his boss, he may keep a good employee record, miss being with his friend, disappoint his friend, feel unfairly treated, be unable to predict his future work hours, etc.

Anticipating the consequences of his decisions, is one necessary (but again, not sufficient) component of resolving this situation. Our developmental research and intervention suggests that as adolescents become more

skilled in taking the perspective of others, they improve their ability to accurately predict the consequences of their decisions.

4. Communication

In order to translate decisions into successful strategies, adolescents need to be able to communicate their ideas, needs, and interests -- and to listen to those of others. For example, if Ray decides he wants to leave work, he can say, "I'm going home now," or "If I gotta stay, then I quit," or "Can I call home and find out if I can stay?" or "I made a plan to be with my friend, so I have to leave now but I can help next week." Each of these communications is very different; each one suggests a different level of social perspective-taking, each may have different consequences for Ray and his employer. If Ray only knows one way to say what he wants ("I'm leaving now"), he will be at a disadvantage when it comes to resolving a range of problems -- with parents, peers, employers, teachers.

Translating decisions (like deciding to leave work) into strategies (like asking if he can work next week instead), depends in part on Ray's ability to communicate with others. Resolving problems with peers depends in part on the ability to listen to what a friend is saying, process that information, and then translate it into a strategy. Communication skills can only be improved in interactive situations; therefore, the Adolescent Decisions program includes a range of interactive situations which can be used to practice communication skills.

5. Evaluation

The fifth core decision-making skill (last step in the decision-making sequence,) involves evaluating the adequacy of alternative strategies. In simple terms, this skill requires integrating the four core skills listed above, and then matching one strategy with the specifics of the situation. For example, in Ray's case, he needs to think about each strategy in terms of the following questions: (a) Does it incorporate my needs and the needs of my employer? (b) What are the consequences of this strategy, for me and for my employer? (c) Are there any other alternative strategies available to me in this situation? (d) Which strategy should I choose?

Our developmental approach to decision-making, is based on research and intervention which suggests that adolescents integrate these five core skills into what we call interpersonal negotiation strategies. These strategies can be described and understood using a "levels" analysis, similar to the stage models of Piaget (1933) and Kohlberg (1969). A simplified version of the levels of interpersonal negotiation strategies, is presented in Table 2. This conceptual analysis is explored more fully in Section 3 (Assessment and Evaluation), and in monographs available from the Adolescent Issues Project. At this point, it is important to note only that developmental-levels form an important conceptual frameowrk for the Adolescent Decision program -- especially for assessment, evaluation and curriculum planning.

Table 2

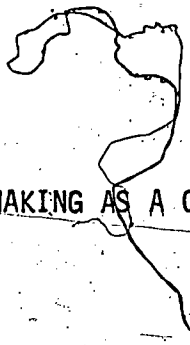
INTERPERSONAL NEGOTIATION STRATEGIES:

FOUR LEVELS

| LEVEL | SOCIAL PERSPECTIVE | SAMPLE NEGOTIATION STRATEGIES |
|---|---|---|
| 0 | Undifferentiated;<br>Self fused with other;<br>other is viewed as an object | Impulsive fight or flight<br>Use of physical force or separation |
| 1 | Differentiated;<br>Self seen as separate from other;<br>Other viewed as subject | One-way commands<br>Bully or give in (give up needs of self) |
| 2 | Self-reflective (see self as others do);<br>Reciprocal (coordinates perspective of self and other) | Reciprocal influences<br>Exchange, Trade<br>Take turns |
| 3 | Third-person, or mutual perspective;<br>Self seen in context of relation with other;<br>integrates perspective of self and other | Collaborate<br>Reason with other<br>Seek "common ground" |

Summary

The conceptual framework presented here is the core around which the interventions described in the Adolescent Decisions program are built. Many other factors play a role in determining the direction and success of an adolescent's ongoing attempts to deal with new ideas and needs, new relationships, and new social experiences. However, we have found that the concepts described above are a useful framework for beginning to deal with these issues in schools -- whether the context be a classroom curriculum, a student government meeting, a parent education workshop, or an individual counseling session with a student. For example, the Teacher Guide for Decisions About Drug Use includes a more detailed description of the model in dealing with drug use and abuse. The core skills described above, offer a framework which can be used to connect various school interventions, in a model that is communicable to teachers, parents, and students. Section 3 of the Program Manual proyides a brief description of Decision-making as a Core Component of the School; subsequent sections describe a range of specific intervention approaches, out of which approaches can be developed which respond to an individual school's structure and philosophy.



# 2. DECISION-MAKING AS A CORE COMPONENT OF THE SCHOOL

## A SCHOOL STRUCTURE FOR IMPROVING ADOLESCENT DECISIONS

The decision-making program described above can structure interventions which respond to individual needs -- but which at the same time place the individual in the context of small groups, the school community, and the community outside the school (including family and employers) -- in an ever-widening network of interpersonal relationships. Table 3 is a visual description of this model. (See Table 3, p. 20).

The emphasis for the Program Manual is on explaining each intervention approach (e.g., curriculum, classroom meetings) on its own terms, and in the broader context of Table 3. This section will provide a brief description of a basic structure (or process) for improving adolescent decisions; and an overview of several contexts for intervention. The basic structure of the program can be conceptualized in terms of the following five sets of structured activities listed in Table 4. Each activity is described more fully in subsequent sections of the Program Manual. (See Table 4, p. 21).

### 1. Assessment

The first step in using this program is to assess the skills and interests of participants -- whether they be students, parents, community members, or educators. There are a range of ways to assess skills and interests, both in group and individual settings. The Adolescent Decisions program includes:

1. Information (content) Questionnaires, which measure knowledge of information in each of the four curriculum areas (see Section 4 and individual curricula for further information);

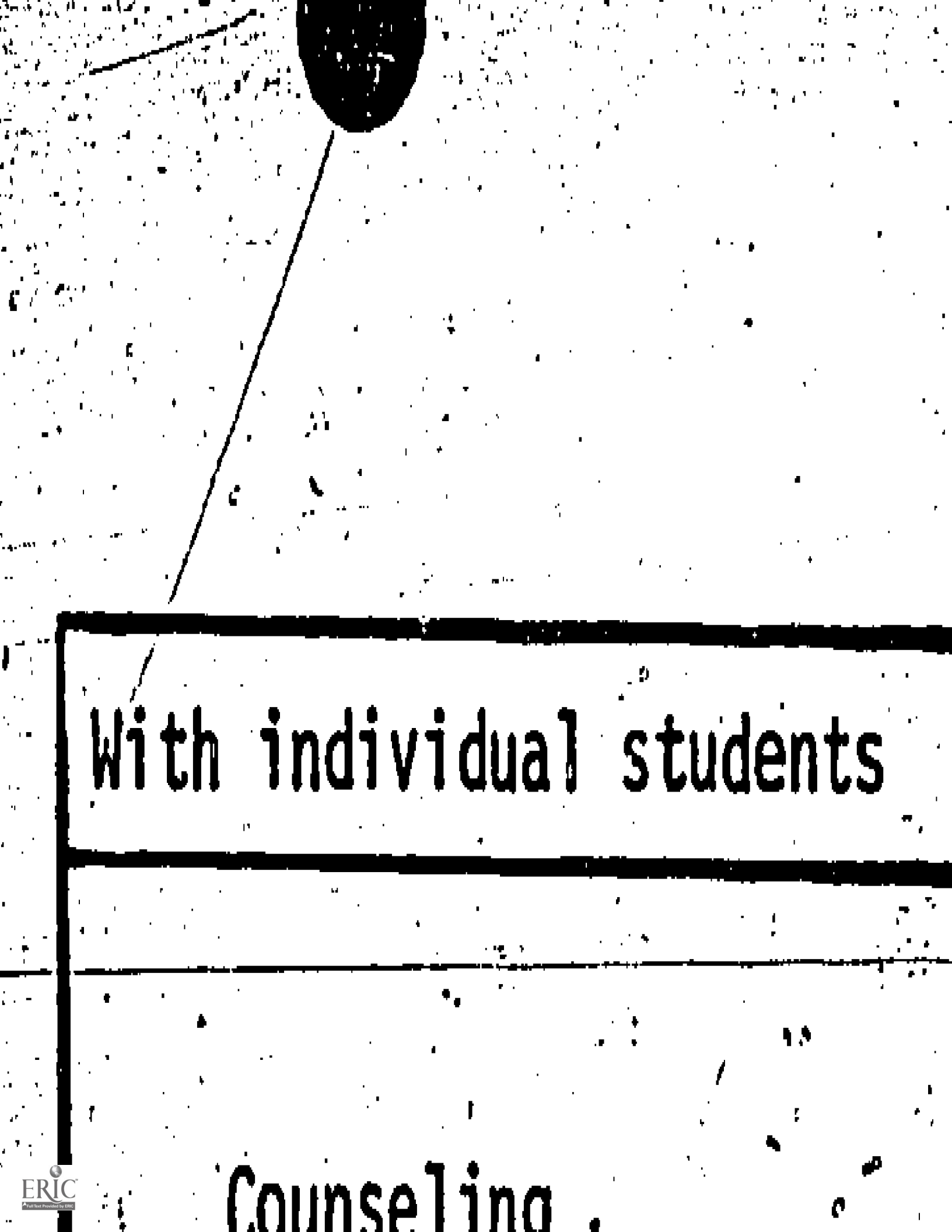

With individual students
Counseling

Table 4

DECISION-MAKING IN THE SCHOOL:

CORE ACTIVITIES

1. ASSESSMENT

2. FIVE STEPS TO MAKE A DECISION

3. ROLE-PLAYS AND SIMULATIONS

4. GROUP PROBLEM-SOLVING TASKS

5. EVALUATION OF CHANGE AND PROGRAM EFFECTIVENESS

2. Interpersonal Case Studies which can be used individually or in a group to elicit negotiation strategies, which can in turn be scored and analyzed in terms of the levels described above (see Tables 1 and 2, and section 3 for further information);
3. Interest Inventories which ask participants for specific issues or topics which they want to discuss (see Appendices, and assessment sections of individual curricula);
4. Needs and Interests Assessments for School Staff, which help staff clarify goals and expectations for the program (see Appendices to the Program Manual for further information).

These measures can be used individually or together, to provide some initial information about the specific skills and interests of participants. This information, in turn, should be used as a guide in setting goals, developing a group structure, and selecting and prioritizing specific topic areas -- tasks which are discussed in subsequent sections of the Program Manual especially in section 3 (Assessment & Evaluation) and 4 (Curriculum).

2. Five Steps to Make a Decision. The five core skills described in section 1 (Conceptual Framework) can be translated into a set of steps to facilitate decision-making (see Table 5, p. 23). The Five Steps can be used as a point of departure for discussing a range of interpersonal decisions with students, educators, parents, or community members. For example, using Ray's situation (see section 1), the following steps can be described and discussed:

Table 5

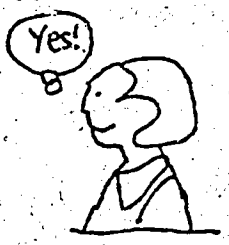
# 5 STEPS TO MAKE A DECISION

1. Ask: What decision has to be made?

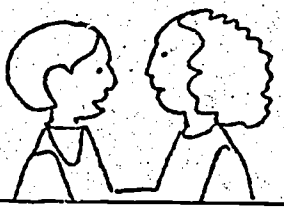

2. List two or more alternative solutions.


3. Think about the consequences of each solution... for yourself and for others


4. Decide on one solution, and try it out.




5. Evaluate your decision, and try again.



1. What decision has to be made? Should Ray stay or leave work?
2. List two or more solutions: Ray can just leave; he can ask for the night off; he can offer to work next Friday instead.
3. Think about the possible consequences of each solution: For example, if he leaves, he may lose his job; if he offers to trade, he may get the night off.
4. Decide on a solution, then try it out: Using role-plays or discussions, test out the solution, and assess consequences.
5. Evaluate your decision: Discuss how the solution worked in this situation, and brainstorm other alternatives.

This structure has been used with individuals and groups with good response. Although it should not be used as a "formula" for solving problems, it does help create a structure and a common vocabulary within which issues and ideas can be exchanged, compared and evaluated.

3. Role-plays. A second activity which translates the five core skills into practice, is through role-plays and simulations. Role-play techniques have been described and developed in many educational contexts and programs (see, for example, work by the Group School, in Cambridge, MA).

In the Adolescent Decisions program, role-plays are seen as ways to provide concrete practice in decision-making, within a structure that allows for mistakes, self-evaluation, and growth in skills. They can be used in individual, dyad, or small-group settings. The use of role-plays is discussed further in section 4 (Curriculum) of the Program Manual.

4. Group discussions and problem-solving sessions. A third structure for improving the 5 core skills, is through group discussion and problem-solving tasks. For example, in a class about juvenile law, small groups can be given the task to develop two alternatives to Juvenile Homes, for teenagers who have been repeatedly caught using illegal drugs. Group problem-solving is an especially powerful structure because it helps group members see each other as resources. Both role play and group problem-solving activities require careful structure, preparation, and sequencing. The special challenges and gains of these activities are discussed further in section 4 of the Program Manual; for further information, contact the CASPAR Program for drug abuse prevention in Somerville, MA and the Group School in Cambridge, MA (see Resource list and bibliography).

5. Evaluation

The final part of the basic structure for the Adolescent Decisions program is evaluation -- by both teachers and students: (a) self-evaluation, of one's own interests, needs, behavior, and progress, and (b) program evaluation that suggests changes in the activities themselves. We have found that participant evaluation is a necessary and exciting component of the teaching/learning process -- for all involved. Student evaluations can be especially important in improving both the program, as well as student commitment to the process of learning to make better decisions. The use of evaluation in groups is discussed further in sections 3 and 4 of the Program Manual.

## WHERE TO BEGIN?

There are many ways to begin addressing the core skills of the decision-making process. "Where to begin" is dependent on the specific needs, interests, and skills of the groups and individuals who will create the program in any particular school or community. Although our experience strongly suggests that a "whole-school" approach to decision-making is the most effective approach, it is possible to begin with any of the activities described in sections 3 through 10 of the Program Manual. For example, many schools begin by dealing with adolescent decisions in a classroom context: in this case, structured activities can be used to increase information, improve decision-making skills, and supplement other social studies/science classes. Other schools may already address these issues in the classroom, but may want help in developing parallel parent education activities. Options for school-based approaches are discussed further in sections 9 and 10.

### First Questions

Several questions should be asked before beginning to implement any component of the Adolescent Decisions program. These are summarized in Table 6. (See Table 6, p. 26A).

1. What are the priority needs and interests of students, staff, and parents? The three sets of needs and interests will not always coincide: therefore, some compromises must be made in order to reach common ground. It is crucial to prioritize, because not all needs or interests can be met in the same program at the same time. This issue is addressed in more detail in Teacher Guides for individual curricula, and in Section 4.

Table 6

# CORE QUESTIONS FOR IMPLEMENTATION

1. WHAT ARE THE PRIORITY NEEDS OF STUDENTS, STAFF, AND PARENTS?

2. WHAT DECISION-MAKING SKILLS ARE ALREADY IN USE, WITH STUDENTS, STAFF, AND PARENTS?

3. WHAT PROBLEMS (OBSTACLES) ARE INVOLVED IN USING A DECISION-MAKING MODEL WITH STUDENTS, STAFF, & PARENTS?

4. HOW CAN A DECISION-MAKING MODEL BE IMPLEMENTED, EXTENDED, OR INTEGRATED IN THIS SCHOOL?

2. What decision-making skills are already in use by students, staff, and parents? The assessment measures described in the Program Manual (Section 3), and the Five Steps structure (see Table 4), will help assess the decision-making skills of program participants. The scope and sequence of the program, the choice of entry-point, and initial program activities, should all flow from an assessment of interests and skills.

3. How can the decision-making model be extended into new school areas? Assess areas where students, staff, and parents already make decisions. Use the Adolescent Decisions program to provide additional practice in existing areas, and to extend a decision-making model into new areas of the school. Be sure to anticipate problems in extending the model (e.g., student and staff motivations and skills, administrative problems, financial considerations, etc.).

4. How can the decision-making program be integrated with other aspects of the school? For some schools, the development of a decision-making model is primarily a task involving integration of disparate components and activities. For example, it is possible to integrate a decision-making curriculum into other social studies/science curricula; it is possible to integrate classroom meetings into pre-existing behavior management and discipline practices. Specific avenues for integration are discussed in subsequent sections of the Program Manual.

Simply stated, the answer to the question, "Where to begin?" is: wherever it feels most comfortable and appropriate. Wherever we begin, adolescents,

educators, and parents can use a decision-making model to address collaboratively some crucial issues. The remaining sections of the Program Manual describe a number of different entry points. Although the content and topics may vary, each approach can begin the process of improving the decision-making skills of adolescents, educators, and parents -- as individuals, and in groups working together.

# 3. ASSESSMENT AND EVALUATION

## RATIONALE AND OVERVIEW

The assessment and evaluation procedures described in this section are not exhaustive. Rather, they represent a core set of assessment measures, and a guide for developing specific assessment procedures to meet the needs of the particular school community. The measures described in this section can be used with individuals, as well as small groups. They can be used to answer broad assessment questions (e.g., what kinds of strategies do students use when deciding whether or not to use drugs?) or to provide specific information (for example, student knowledge of juvenile rights in the state legal system). The development and use of assessment and evaluation measures is described more fully in supplemental materials developed by the Adolescent Issues Project (see bibliography). A brief description of each measure is provided below and in Table 7 as a general guide and introduction. (See Table 7, p. 31).

## ASSESSMENT METHODS

1. Interpersonal Negotiation Strategy Case Studies.

Short case studies can be used to present a range of interpersonal situations -- with peers, parents, and employers. The case studies form the basis for a brief, structured set of questions which can be used in an individual interview or group format. The Adolescent Decisions program includes 10 case studies of this kind. Each case study focuses on a specifi issue -- for example, deciding whether or not to experiment with a drug offered by a friend, dealing with a co-worker, dealing with a relative who

Table 7

ASSESSMENT METHODS

1. INTERPERSONAL NEGOTIATION STRATEGY CASE STUDIES: INDIVIDUAL OR GROUP

2. INFORMATION (CONTENT) QUESTIONNAIRES

3. STUDENT INTEREST INVENTORIES

4. STAFF NEEDS & INTEREST INVENTORIES

5. INFORMAL OBSERVATIONS & ASSESSMENTS

abuses alcohol, etc. The interview asks:

:: What is the best way to deal with this situation?

:: Why do you think this is the best strategy?

:: What might be the consequences of the strategy you chose?

:: Can you think of other ways to deal with the situation?

In addition, the case studies often elicit ideas about fairness and personal norms for different kinds of relationships; feelings of personal effectiveness in dealing with problem situations; and indications of interpersonal communication skills. The case studies used for the Adolescent Decisions curriculum are included in Appendix D. For further information about the Interpersonal Negotiation Strategies measure, see Bibliography.

2. Information (content)Questionnaires.

Each topic area in the Adolescent Decisions curriculum contains a brief informational assessment, which can be used individually or with a group, in written or oral form. The purpose of this measure is to provide both an assessment of the student's knowledge in any specific area, and an introduction for the student, to the basic concepts which are to be covered in the curriculum. They also include brief, structured opportunities for problem-solving. For example, the Juvenile Law assessment asks students to evaluate some alternative consequences for a teenager who is caught running away from home.

Content assessments are included with each curriculum. Their use is described more fully in section 4 (Curriculum) and in the individual Teacher Guides which accompany the curriculum. These assessments can also be used in parent education or staff development activities.

3. Student Interest Inventories

Each topic area in the Adolescent Decisions curriculum includes an interest inventory. For example, the assessments in Juvenile Law ask students to prioritize specific topics they want to learn about, and activities to facilitate learning. The Decisions About Work curriculum includes interest inventories which help students clarify their job interests and think about related skill requirements. Interest inventories can accomplish three important tasks. First, they provide an assessment of student interests. Second, they suggest a starting point for individual and small-group activities. Third, they begin a process whereby students participate in making decisions about their own learning; this process in turn can contribute to improved motivation and accountability, and subsequently to an integration of decision-making throughout the curriculum. (See section 4, for a further discussion of the role of student decision-making in lesson evaluations.)

4. Needs and Interests Assessment for School Staff.

A successful program to improve decision-making skills, depends on the commitment and skills of school staff -- including administrators, teachers, and counselors. It is important to accurately assess staff needs and skills, to prioritize the responses and find common ground, and to then begin a continual process of review and evaluation. The appendices to the Program Manual contain sample measures we have used to assess staff interests, expectations, and needs.

5. Informal observation and interaction

Finally, it is possible to gather important assessment information through informal observations of students, and conversations outside of the classroom. For example, students negotiate important interpersonal conflicts during recess, in the halls and lavatories, during school lunch periods, or waiting for the bus at the end of the day. Issues are often discussed during conversations which follow up on school events (e.g., student council elections, disciplining of a student for smoking, etc.), or specific classroom topics (e.g., a discussion of the Abolitionist movement, a class on tribal cultures, a short story which raised an interpersonal dilemma). Careful note-taking, as well as a staff process which encourages sharing of relevant information, can be an invaluable source of assessment information.

The assessment of decision-making skills does not always require a formal measure. Rather, assessment is often a process of focusing adult attention on relevant conversations, behaviors, and questions; and recording these so that they can be used to help structure school interventions. In this way, assessment and evaluation can become helpful (rather than burdensome) components of a school program.

## THE USE OF ASSESSMENT MEASURES

### Assessment as a Way to Structure Interventions

The information gathered through assessment measures should be used to formulate intervention goals, to structure specific activities, and to

create criteria with which to evaluate program effectiveness.

For example, the assessment process may provide the following information about a student:

1. In the INS case studies, the student uses level 2 strategies (trade, barter) with peers, but level 1 strategies (command, obey) with adults (see Table 2).

2. In a playground basketball game, the student easily joins a team and always passes to others instead of shooting.

3. In class, the student has a difficult time asking for help or following instructions.

4. In a content assessment for the Decisions About Drug Use curriculum, the student writes that kids use drugs because their friends will think they are chicken if they say no.

5. Teachers report that the student gets in trouble because he will always "go along with the crowd."

The information from this assessment is not complete, but suggestive. It suggests that this student needs more practice in dealing with peer pressure when his own interests are not in line with the interests or wishes of the group. It suggests he may have problems in asking for help in an employment setting -- and may quit out of frustration or fear of failure. It also suggests he understands reciprocity in peer relations; this understanding can be used to facilitate the process of reflecting on his own needs in a group context.

The assessment provides some suggestions for where to begin -- for example, with role-plays which stress reciprocity, but which also provide

opportunities to develop alternative strategies for dealing with peer pressure. It suggests this student can be placed in peer-leadership roles during group problem-solving sessions -- not because he will always succeed, but because this situation is an appropriate challenge for him.

Finally, the assessment provides some criteria for evaluating program effectiveness. For example, the program will have been effective if (among other things) the student's ability to speak for himself in the face of peer pressure improves -- whether this is in a reflective (interview) setting, or an actual (classroom or playground) situation.

The use of assessment measures to evaluate and improve school programs, is a crucial area for further work. The ideas suggested here are simply a beginning; further discussion of these issues is included in monographs by the Adolescent Issues Project (see Brion-Meisels & Selman "The Adolescent as Negotiator", and Selman, Krupa and Demorest).

# 4. THE ADOLESCENT DECISIONS CURRICULUM: GOALS AND GUIDELINES

# INTRODUCTION

There are many different ways for adults to help adolescents respond to the pressures which they face, as they deal with issues of drug (substance) use and abuse, sexual relations, finding and keeping a job, and dealing with the legal system. Our work suggests that classroom curriculum is one way for adults to work in a preventive model -- that is, to help prevent these pressures from creating decisions which contribute to teenage drug abuse, unemployment, pregnancy, and court involvement. School and community workers have repeatedly called for a compact, comprehensive, and systematic curriculum approach to these issues -- which can help schools more effectively respond to student needs, while performing their societal function of fostering good citizenship.

The Adolescent Decisions curriculum is a group-oriented approach to developing the social skills required to make constructive personal decisions in four areas: drug (substance) use and abuse, work, sexuality, and juvenile law.

## General Curriculum Goals

Each broad area of the Adolescent Decisions curriculum includes the following general goals:

1. To inform students, by providing basic information;
2. To increase awareness of personal and social pressures that impact on interpersonal decisions;
3. To improve communication skills related to making and carrying out interpersonal decisions;

4. To provide practice, by anticipating decisions in the four curriculum areas.

## Social Skills

Each of these four general goals contributes to the development of a core set of social skills (see Sections 1 and 2 of the Program Manual). Small-group activities like role-plays, discussions, group problem-solving, brainstorms, and weekly evaluations, are intended to foster interpersonal awareness and communication skills. Student reading materials are designed to provide basic information. Together, these curriculum activities are intended to help students reflect on their own values and decisions, listen to and tolerate the ideas of other students, and achieve a greater sense of personal efficacy and self-control by improving decision-making skills.

## Curriculum Topics

The four topic areas which are the core of the Adolescent Decisions curriculum, were selected because they represent crucial issues in making a successful transition from adolescence to young adulthood. In addition, they provide a rich and consistent set of opportunities to practice the general decision-making skills (making choices and developing strategies) which are necessary in all areas of adolescent development. These skills generalize beyond the classroom and school, and can contribute to family and community life.

However, teachers, students, and parents who have used the curriculum, have suggested its relevance to other adolescent and community concerns --

including comsumer skills and consumer law, racism and prejudice, peace education, nutrition and self-care, and family intervention. The curriculum we have developed is intended to provide a framework which can be extended and modified to respond to the particular interests and motivating issues of a broad range of students and school settings.

The following sections will therefore address general issues related to the implementation of the Adolescent Decisions curriculum, for example:

:: "getting started"
:: staff development
:: curriculum implementation
:: alternative teaching methods
:: fostering group skills
:: a general description of each curriculum area

Specific information about each individual curriculum area can be found in the Teacher Guide, lesson plans, and Notes for Teachers which accompany each individual set of units.

## Limits of the Curriculum

It is important to note some of the limitations of the curriculum. First, a "curriculum" (a set of lessons and activities) is only one way to approach the issues included here. Group work, classroom meetings, individual counseling, and parent education can all be equally useful intervention techniques. Second, the topics and activities included in the curriculum can be tricky and challenging to deal with, in a classroom context -- whether the classroom includes 35 "normal" adolescents, or 10

adolescents with "special needs". The curriculum requires that adults and adolescents be willing to take some risks, experiment with activities, tolerate mistakes, and keep trying. School programs which emphasize individualized curricula may have a difficult time integrating the material in this curriculum. Third, the curriculum covers only four major areas, and (within each area) focuses on specific issues which are of general relevance to the overall program goals. Some teachers may find that there is insufficient treatment of certain issues; supplemental materials are suggested in each curriculum area. Fourth, the curriculum was originally developed for adolescents with learning and social problems. Many of the lessons present basic information in a concrete, simple vocabulary (reading level ranges from 4.0 to 6.5). Reading level and sophistication of the content, may be inappropriate for certain adolescent populations. (However, field tests suggest that the activities are generally useful for a broad range of students in elementary, junior and senior highschools.) Finally, the effect of the curriculum is strongest when it is placed in a context where the process of making decisions is integrated throughout the school. Implementation of the program (including the curriculum) requires peer support among students, staff, and administrators -- including time for staff development, as well as for processing (and evaluating) the program in an ongoing way.

## GENERAL GUIDELINES

### Getting Started

Two basic sets of questions need to be answered when planning how to implement the Adolescent Decisions curriculum. The first set involves student and staff interests, needs, and skills. The materials and guidelines suggested in Section 3 (Assessment and Evaluation) are helpful in prioritizing needs and assessing skills and interests. The second set of questions involves assessing the school structure. How much time can be allotted for this material? How frequent and how long can classes be? Do all staff want to be involved? What expectations do parents have for their children's participation in this kind of program? How does the curriculum integrate with other school curricula and activities? What aspects of the school's structure (and philosophy) will facilitate the curriculum? What aspects will impede the program?

When all available information has been collected and discussed, it is important to get started where staff, students, and parents can find common ground -- where they are comfortable, motivated and mutually supportive.

### Choices and Priorities

Which Units for How Long? One challenge presented by the curriculum involves the scope, sequence and selection of topics. The curriculum is intended to provide a comprehensive but focused approach to decision-making, including a suggested scope and sequence. Our work suggests that all lessons are generally relevant, and the sequence is an effective one. However, each school or program must make its own decisions about priorities.

These decisions should be made on the basis of staff and student assessments, integration with other school programs, and process evaluations of the curriculum. Many lessons contain alternative activities, as well as sufficient activities to provide review. As the curriculum is implemented, staff and students should evaluate and discuss specific topics, approaches, and activities; these discussions can in turn help direct decisions about curriculum priorities.

Field test sites have used the curriculum in a variety of ways. Some schools use short lessons several times each week; others use longer, less frequent sessions. Some schools use the curriculum in social studies or science classes; others use it as a focus for group counseling. Feedback from sites suggests the curriculum is most effective when integrated with other aspects of a decison-making program.

Classroom Groups. Field test sites have used a variety of different groupings. This decision should be based on a set of prioritized curriculum goals. For example, homogeneous groupings (in terms of developmental maturity, academic level, etc.) can produce more coherent group interactions. Heterogeneous groupings will provide a broader exchange of ideas, values, and interests. Field test results have suggested that the program is most effective when it includes a co-educational grouping -- with follow-up groups that are more homogeneous.

Co-teaching. Field test results suggest that co-teaching the curriculum is a helpful strategy for implementation, where it is possible given staff resources. Male-female pairs are especially helpful; student teachers can sometimes play a co-

teaching role. Co-teaching makes several important contributions to the curriculum. First, it allows teachers to model dialogue, discussion, cooperation, role-plays and other communicative skills. Second, it provides two perspectives on the issues involved -- and thereby also helps to model tolerance for different opinions. Third, it allows more flexibility -- in terms of individual and small-group activities. Fourth, it provides an in-classroom evaluator who can monitor student involvement and make suggestions for future lessons. Fifth, it provides a staff person to help anticipate and prevent disruptive outbursts, to follow up on specific issues that cause problems, and to help individual students leave and re-enter the group. Finally, co-teaching can make the curriculum more creative, because of the mutual support and interaction among staff. Co-teaching also presents challenges -- especially in terms of creating consistent rules and expectations, integrating teaching styles, and developing common goals. However, teachers who have co-taught the curriculum consistently report a more positive learning experience for themselves and their students.

Staff Development

Many teachers feel ready and excited about dealing with the issues included in this curriculum. Others want to deal with these issues, but feel hesitant and uninformed. Staff development is a crucial first step in implementation. Activities should provide basic information, but should also provide opportunities to become de-sensitized to difficult issues through peer interactions and support. A minimum of 4-5 hours for each curriculum area is necessary for introduction, information-sharing, and building initial

awareness of specific issues. After these initial staff development activities, some kind of on-going review, evaluation, and planning sessions are important for continuing to adapt the program to best meet the needs of students, parents, and staff.

Initial staff development should focus on familiarization with the curriculum, reflection on personal values and concerns, and integration of staff values and teaching philosophies. The Adolescent Decisions curriculum has adopted several clear value-stances about certain issues (for example, the rights and responsibilities of adolescents to be informed about birth control methods and their consequences). However, much of the curriculum includes activities and issues which are more open-ended. Each teacher must confront the value questions raised by the curriculum; together, as a school staff, differences can then be discussed and resolved. It is crucial for teachers as individuals and as a group to reflect on their own values before beginning the program -- and to decide upon strategies for dealing with value differences in the classroom, so that teacher values are clear (rather than unstated).

Finally, initial staff development sessions should be used to practice new teaching techniques. In this way, strengths, discomforts, and potential trouble spots can be anticipated. Video taping group sessions is one way to facilitate this process; group evaluations and discussions are also helpful. Remember to use available community resources to help these initial staff development activities. It is especially important to develop a substantial staff development component before teaching in the areas of drug (substance) use and abuse, and sexuality -- because these areas raise especially sensitive concerns for staff and students.

Expectations

Implementation of a new program involves uncertainties, risks, surprises, and unexpected challenges. However, it is important to use assessment, staff development, and initial group meetings, to find a common ground of expectations. Staff meetings, school orientation meetings for parents, and the first few days of school -- can all be used to discuss expectations, concerns, and ideas for class topics. Questions like the following can be raised:

:: What issues do adolescents need to talk about?

:: What issues should the school deal with?

:: How should groups be set up?

:: What problems might arise from teaching this curriculum?

:: How can the curriculum be made safe for all involved?

Interaction among staff, administration, and parents, can offer rich and complementary perspectives. Most important, the concerns and expectations of each group of participants, should be heard, recorded, and used to improve the curriculum.

## CLASSROOM GROUPS

First Thoughts

The Adolescent Decisions curriculum is based on small-group dialogue and interactions. It is crucial to think about the principles of group work before beginning the curriculum -- whether the group is a class of 35 "normal" adolescents, or 10 adolescents with emotional and learning disabilities. The first concern for group work is safety. A few early considerations can help create a safe, interactive group structure.

Physical Set-Up. The physical set-up of the room gives students an early message about the purpose of the group. Some students prefer the structure and individual space provided by separate desks; others manage well around a table. Discussion will be facilitated by some kind of circle or horse-shoe arrangement -- with a designated area for students who may want to separate themselves from the group for a short period of time. The visual environment can be used to stimulate and review: student work, posters, newspaper clippings are all useful.

Teacher expectations. Be clear about staff goals and expectations. Write them down in a concrete, positive way. Talk about the challenges and potential problems of the class; share your enthusiasm as well as your own concerns. Invite students to contribute their ideas about specific topics and activities. Talk about making decisions as a part of everyone's daily life, rather than simply the topic for this class. The teacher's initial attitude toward the curriculum and students is often a powerful determinant of the group's success.

Rules. The first few meetings are crucial in establishing behavioral expectations and group safety. The teacher must be clear about his/her own "non-negotiable" rules; these should be stated simply, clearly, and positively at the start of class. Students should be invited to generate their own ideas for rules -- at the start of the class and as the program proceeds. Establishing workable group rules is often a balance between establishing limits that will make the group safe, enjoyable, and productive; and allowing enough flexibility for participation and exchange. As the year goes on, and the group's social skills improve, rules should be reviewed and

evaluated with an eye toward increasing student input into, and responsibility for, making and enforcing rules.

Implementation of each unit in the Adolescent Decisions curriculum should begin with a brief discussion (or review) of rules for the group. This provides assessment information (about students' social skills). It also provides an opportunity for students to begin the difficult task of self-government -- that is, of formulating group expectations, norms, rules, and consequences. Only by participating, can adolescents be expected to accept responsibility for their own behavior. The rule-making process is especially important if the rules for the curriculum diverge from general school rules. Classroom evaluations can be used to review and evaluate the fairness and effectiveness of group rules. Rule-making and self-government can thus be integrated in both curriculum and classroom process.

## Fostering Group Interaction

Field test results have indicated that developing and maintaining a sense of "group" is a crucial and difficult part of implementing the Adolescent Decisions curriculum. This is especially true in schools where there is not a "whole-school" orientation toward group development and group skills; in this context, the teacher must often begin the process of group-building without other supports. Co-teaching and other staff interactions can help develop new techniques for building group skills. The following list suggests some specific techniques; for further information, call the Group School and Charles River Academy (see Resource List).

1. Use the word "group" often and in a positive manner. Remind students to talk "to the group" -- rather than to the teacher. Reinforce positive group interactions and cooperation. Talk about other groups in which students are involved. Write the word on the blackboard.

2. Ask the group to help create rules. This activity raises group issues and can be a productive, initial group problem-solving task. It is crucial that the process be clear and positive, so that it is a successful first experience.

3. Model and label group skills. Listen to students and the co-teacher. Facilitate discussion rather than providing answers. Label your own behavior (for example, "I'm trying to listen so I can understand what you want to say.") Support student attempts to communicate and listen to each other.

4. Refer group problems back to the group. For example, if the group is generally disruptive, remind them of the consequences of their behavior and ask for alternative solutions: Do they want to try a different activity? Will they hold conversations until five minutes before class is over? Are they having difficulty with a particular task or issue?

5. Praise and support positive group behavior, even when the attempt falls short of success. This is especially true in fostering communication and listening skills, in areas where personal problems are painful to talk about.

6. Use lesson activities to build group skills, and generalize from this experience to other group contexts. For example, if a role-play generates a particularly creative strategy for resolving a peer problem, point out how this same strategy can be used to improve the class -- or can be applied to other problems in and out of school. Reinforce group skills as

a part of "living", not simply a part of school life.

7. Use classroom evaluations to focus student attention on group skills, like listening, cooperation and respect for others. Support positive group skills and suggest alternatives for solving group problems. Encourage students to use the evaluation time to suggest alternative solutions to classroom problems. Evaluations are discussed in detail later in this section.

## Encouraging Participation

The Adolescent Decisions curriculum requires peer interactions and student participation in a form that is often new to adolescent classroom experiences. Group participation can often be especially difficult for students who have personal or family problems; or who struggle with communication skills; or who want "answers" instead of discussion; or who are afraid of group censure. The following techniques can be helpful in encouraging participation:

1. Be enthusiastic! Ask questions sincerely. Too often teachers ask questions as if they already know the answer -- even when they do not! Questions like that elicit memory skills, but not thinking. Try to include questions that really seek new information -- like students' opinions, ideas for solving problems, neighborhood experiences. Try to ask questions in a way that suggests you are interested in what students are thinking -- as well as what they remember.
2. Allow time for thought. Silence is often a surprising and therefore disquieting phenomena is a classroom of adolescents. Teachers tend to rush in and fill the silence with answers. Often, students will not volunteer their own ideas until they know the instructor is willing

to wait for them.

3. Create a context. Provide enough information so that a question is not too abstract. Don't be afraid to re-phrase questions. For example, one lesson in the Decisions About Work curriculum, asks, "What are some ways to get a job?" If that question is too broad, re-phrase it: "If you wanted a job in a fast food restaurant, what would you do first?" "If you were new in town and wanted to find out about available jobs, what would you do first?" "How do companies advertise for positions?" etc. Then help students connect these specific ideas into a broader strategy.
4. Know when to back off. Listen carefully for the frustration level which any particular lesson or interaction is causing. Change pace or take a break while the interactions are still positive: there is always another day.
5. Use your teaching skills. Body position and voice tone can direct and focus the group. For example, sit with the students at eye level when all goes smoothly; stand up to draw attention; change your voice tone to emphasize, soothe, and reinforce.

Peer groups and constructive feedback.

Many activities in this curriculum, expecially Role-play, "Around My Way," and the Five Steps, may be new to students. Each of these activities involves evaluating behavior, opinions, values and skills -- one's own as well as others'. In general, the teacher's role is to facilitate constructive feedback -- by establishing safe limits, modeling positive criticism and support, and helping students come to a successful end of the session.

The role-play activities provide a useful illustration of guidelines for facilitating constructive peer feedback. For example, peer evaluation of role-plays should include:

(a) evaluation (what was performed well?);

(b) recommendations (what would you change next time?); and

(c) summary.

The teacher can provide a model for constructive feedback. Most students have experienced feedback as equivalent to grades; criticism as equivalent to blame or rejection. Positive peer feedback changes the evaluation process from one of ranking (where some win and some lose) to one of group learning. This is a difficult change, and is facilitated by a convincing teacher model.

Facilitate peer feedback by setting limits and anticipate INS problems. Be aware of feedback that is irrelevant, destructive, or lacking recommendations for improvement. Help students take responsibility for the feedback they give to others. Encourage praise rather than blame.

## Values

The Adolescent Decisions curriculum deals with many different values-questions, some of which are quite controversial and difficult to resolve. Issue like birth control and homosexuality; unemployment, how to get a job, and job selection; solutions to juvenile crime; and the decision to use legal and/or illegal drugs -- are all raised during the course of the lessons.

The curriculum, as it is presented in the lessons, Teacher Guides and the Program Manual, takes certain stances in relationship to these values questions. For example, masturbation is described as "normal, although many people believe it is wrong." Unemployment is labelled as a destructive force in the lives of

adolescents, their parents and community members. As mentioned earlier, teachers and parents need to work together to integrate viewpoints -- with the common goal of helping adolescents improve their ability to make their own decisions about these difficult questions.

We have found it helpful to follow some simple guidelines:

1. Inform parents about the content of the curriculum, and build communications that will enable parents and school staff to work together.
2. Reflect upon your own values before you begin, and while you deal with these questions in the classroom.
3. Help students discriminate between facts and opinions.
4. Help students discriminate between opinions and decisions.
5. Model tolerance for divergent opinions but also a willingness to state one's own opinion (techniques like opinion polls and debates are helpful here.).
6. Don't shy away from values questions, but don't force them on students before they are ready. Be a careful listener and assessor; take your cues from the students; be bold but sensitive!
7. Try to come to closure about values questions as they are raised. Don't try to find "answers" but make sure that all concerns are addressed or at least tabled and dealt with at a future time. Urge students to do follow-up research in areas of particular interest to them.
8. Use your colleagues to help get some perspective on these questions. Dealing with values questions like those purposefully raised in this curriculum can be as confusing as it is productive. It is impossible

to do it well without help and support.

9. Be ready to grow, change, and evaluate as the year goes on. Be ready to back off, to give yourself and your students time. Be more patient than ideological; values develop slowly and in subtle ways.

The "Uninvolved" Student

For some students, the issues and skills involved in the curriculum are terribly painful and difficult to cope with. For example, non-readers and students with chronic family problems, sometimes seek to escape or avoid the issues and tasks. Three considerations are important in thinking about and planning for these students.

First, some students listen and learn without actively participating. Informal (individual, out-of-classroom) checks will often reveal that these students picked up information and skills unobtrusively. Be patient but persistent; keep inviting and encouraging; and keep listening for signs of progress or change that will suggest a new level of involvement.

Second, try to find some way to involve each student in the course of the lesson. Some students read well but hate role-plays; others can't read, but enjoy acting out strategies and problems; some students may only be able to read instructions or hand out papers. Find a group role for each student, and build from there.

Third, be aware of daily changes in group interest and energy. Don't be afraid to substitute a more "passive" activity (like individual worksheets,

or oral reading by the teacher) on specific days when students seem particularly troubled or unmotivated. Film and filmstrips can be included in the curriculum to provide this kind of occasional, resting experience.

Summary: Surviving the Group Experience

A successful group experience with the Adolescent Decisions curriculum requires a balance between individualizing the lesson and maintaining group interdependence; between clear limits and flexible group expectations; between pushing students to participate and allowing them to ease out of situations that are too painful to allow for learning; between adult structure and group self-government. These balances are difficult to achieve. However, they are attainable with time, patience, and persistence.

Remember to see yourself as a learner, as well as a teacher. Allow yourself to make mistakes. Use colleagues as co-teachers, evaluators, and program developers. Evaluate the group and reinforce progress (for yourself and your students). Remind yourself and your students that the group is a place to practice new skills, and that practice involves learning from mistakes. Ease up on your students and yourself when it feels necessary; push on when the motivation is strong.

## CURRICULUM AREAS: GENERAL COMPONENTS AND CONSIDERATIONS

Each of the four curriculum areas is summarized in terms of goals, scope and sequence, and specific activities, in the following pages of the Program

Manual. However, there are a number of general components and considerations which hold for each of the four curriculum areas.

## Time Requirements

The lessons in this curriculum have been planned to last approximately one hour. In some lessons we have suggested time breakdowns which can help maintain a good pace for the class, and allow adequate time for covering important skills or concepts. Again, these time requirements are flexible and suggestive; particular topics, classes, or activities may vary from the suggested time guidelines based on the interest and skills of the students and teachers. The most important task for the teacher is to think clearly about classroom priorities, allocate time according to those priorities, and remain open to change based on the on-going evaluations of the class.

## Looking Ahead

Several kinds of activities suggested in this curriculum require advance planning, including:

1. Charts, magazines, and other visual aids that need to be collected;
2. Films and filmstrips;
3. Field trips (especially for law and job preparation);
4. Guest speakers and resource people;
5. Hands-on activities.

It is helpful to look over the entire sequence, plan dates for specific lessons and schedule well in advance.

In addition, we recommend providing notebooks or folders for each student,

so that student worksheets and other materials can be kept in order; many activities refer to earlier lessons, because we have purposefully tried to continue to review and integrate concepts throughout the curriculum. With folders, students will be able to retain and review their materials and be more organized in their approach to the lessons.

Teacher and Student Materials

Each area of the Adolescent Decisions curriculum includes the following materials:

1. Procedural Manual provides an overview of the curriculum, and an explanation of basic methods which can be used to enhance the decision-making skills included in the curriculum.

2. Lesson Outline describes the hour-long lessons by listing objectives, activities, teacher directions and a description of materials needed for each lesson.

3. Notes for Teachers (and Teacher Guides) accompany lesson plans and describe the activities which require additional explanation or planning, or present special problems.

4. Student Worksheets offer information, practice in core skills, and case studies. One copy of each worksheet is included in the curriculum; copies should be distributed to students and kept in their notebooks for future reference.

5. Homework sheets are included as an optional part of a few lessons in each curriculum.

6. Resource Lists of materials, referral agencies or community contacts have been included.

7. A face-sheet that includes main lesson goals and activities, accompanies most lessons.

Structure of the Lessons

Most lessons include several types of activities. Students often respond well when the class is broken down into different kinds of tasks -- which can address basic academic and social skills, as well as the core set of decision-making skills which are the focus for the curriculum.

1. Teacher Introduction. We suggest that the teacher spend about 5 minutes introducing the topic for the day and outlining the tasks that are included in the lesson. This introduction can serve two useful functions. First, it outlines expectations and provides an organizational framework for the class. Students find it helpful to know how many worksheets, role plays, etc. they are expected to complete. Framing the lesson in advance also helps keep students motivated and focused on the lesson activities. Just as adults prefer agendas for their meetings, students respond better to a lesson whose purpose and role in their education is made clear.

The teacher introduction also helps introduce difficult topics safely -- for example, sexual vocabulary that is new to students, legal issues that may raise personal concerns, or activities that will provide special challenges for students' communication skills. In a few minutes, the teacher can model an open, positive and constructive attitude toward potentially disruptive topics or frustrating tasks.

2. Reading and Writing Activities. Each lesson includes some activities that can be written. We have used a number of different techniques to deal with the

wide range of reading levels in most classes we have taught, including reading to the students when the material presented special difficulties. It is also helpful to anticipate specific vocabulary words -- either by writing them on the board or by talking about them before the actual exercises.

The written material has been designed to: (a) provide students with basic information in a form that they can use themselves (that is, retain for future reference), (b) build basic vocabulary skills, (c) practice the decision-making steps, and (d) stimulate self-reflection and discussion of particular topics. In addition, the written material provides a safe structure that the teacher and students can use to help organize themselves when dealing with topics that are too difficult or too personal.

Readability tests suggest that, except for specialized vocabulary words (like amphetamine or due process) the basic reading level for the Adolescent Decisions curriculum is approximately 5th grade. Students in field test classes have ranged in reading level, from first through eleventh grades, and have found the material useable.

3. Brainstorming. Students often have difficulty sharing their ideas with each other because they are overly self-conscious or hesitant about what others will think. The brainstorming activity is one way to encourage participation and at the same time elicit a wide range of ideas, opinions and discussion-starters from the class. The activity simply involves putting a term on the blackboard (for example, "unemployment" or "puberty" or "adolescence" or "marijuana") and then asking students to share one idea that the word or phrase generates in their own thinking. This is done as

quickly as possible, around-the-room fashion, with little time for thought or reflection. In this way, many participate, and some surprising and creative ideas are born. Brainstorming provides topics for the class discussion as well as a simple means for sharing ideas.

4. Five Steps to Make a Decision. The Five Steps to Make a Decision format is included in a number of different lessons throughout the curriculum. One lesson of the module, Decisions about Drug Use, is focused solely on the 5 steps. The 5 Steps are listed in Table 5.

5. Around My Way. Adolescents often have difficulty finding a balance between never wanting to talk about personal experiences and concerns (on the one hand) and always, impulsively, talking about what has happened to them. "Around My Way" is designed to encourage a safe, balanced, and constructive sharing of personal experiences.

The activity has several functions. First, it legitimizes students' life experiences outside of school and helps connect school-family-neighborhood experiences into one broad picture. This in turn helps show students how the skills they are practicing in the curriculum can be applied outside of school. The invitation to share personal experiences also indicates that the teacher values the ideas that students bring to the class -- although the teacher may disagree with those ideas. Connecting and valuing student experiences are helpful in motivating students to participate and work in the classroom.

Second, the activity provides a safe, predictable and time-limited opportunity for students to share personal concerns, opinions and ideas; to

tell stories, use street words, act-out a bit, and generally take a break from the difficult task of problem-solving that is the core of the curriculum.

Third, the activity offers an excellent opportunity to practice listening and communication skills. Fourth, it helps build tolerance for differences: different experiences, values, and stories become part of the fabric of the classroom interaction, and can become a more accepted part of the general interactions among students. This process reinforces an important core concept of the curriculum.

"Around My Way" should last no longer than ten minutes. It can be used as a regular part of the curriculum, as an option or choice for students, or as a teacher-planned change of pace. It is important to keep stories related to the topic of the lesson; but it is equally important to let each student who chooses, have his/her turn.

6. Role-play. One key to good decision-making is practice. The role-play activities included throughout the Adolescent Decisions curriculum provide frequent opportunities to practice:

:: taking another person's perspective;

:: using the Five Steps;

:: listening and communicating;

:: solving real-life problems in simulated situations.

They are also lots of fun.

Our experience suggests several ways to improve the effectiveness and enjoyment of role-play in the curriculum.

:: Involve yourself: do the first role-play, make mistakes, feel a bit self-conscious and talk about it. This models good role-play techniques, as well as legitimizes students' anxieties about performing in front of peers.

:: Ask for volunteers: encourage, but don't coerce. Make sure everyone gets a chance. For those who prefer not to act, they can be used as respondents and be given questions to think about during the role play.

:: Try to create realistic experiences which are comprehensible and identifiable for students.

:: Encourage students to think up their own role-play situations. Oftentimes, Around My Way stories can serve as the basis for a role-play. Some students have difficulty thinking about hypothetical situations. They say, "How do I know how they'd feel? I'm not that person." Urge those students to think up a situation their friend might have faced.

:: Encourage students to play new or unfamiliar roles -- e.g., parent, employer, teacher -- and to try out new strategies for solving problems. Remind students to take the other's perspective.

:: Make sure the decision-expectations of the role-play are clear: what should happen by the end of the interaction?

:: Be clear about behavioral expectations. Sometimes self-consciousness leads to endless silliness, which in turn can destroy the constructiveness of the role-play technique. Help students discriminate between being silly and having fun.

:: Follow up the role play with an evaluation that includes reflecting on the accuracy of the roles portrayed, the decision reached during the role-play, etc. As elsewhere in this curriculum, the balance between structure and flexibility is an important element for success.

7. Class evaluation. The last section of each class period should be used to evaluate the lesson. Two areas for focus are: (1) the content of the lesson (did the students find it interesting? difficult? boring? what did they learn? how would they like to change it?); (2) process of the class (how did the students get along? were expectations fair? were people sharing ideas? would you like to change the activities to include more role play? less role play?) Each student should have the opportunity to rate the class. In the past, we have used a five point scale, as follows:

Excellent Good Fair Poor Terrible

Each teacher should decide whether rating the class is a mandatory part of the student's expectations; or whether, instead, each student will simply be encouraged to participate. Students should be expected to give at least one reason for their evaluation. We strongly urge use of this activity because it serves the following purposes:

(a) to provide the teacher(s) with some concrete evaluation -- information about how the students responded, in the here-and-now, to each lesson. Although students often say things they may not mean (e.g., "This class stinks"), it is possible to find patterns of response that can help the teacher re-structure the program in response to the students' needs. For example, student evaluations led the first year team to change the lesson plans so as to include more and shorter exercises (rather than 1 or 2 longer activities).

It is also possible to analyze changes in student evaluation over the course of the year in terms of:

(a) content (what kinds of activities do students like? dislike? etc.)

(b) process (do they like role-plays? discussions? filmstrips?) and

(c) participation (do particular students always participate? never? does this change over time?)

These data help the teacher (and the team) improve the program as it proceeds during the year. When changes take place as a result of the classroom evaluations, this should be pointed out to students because it reminds them of their ability to bring about changes.

(b) to encourage students to reflect on their own behavior. One major goal of the classroom program is to help students become more reflective and analytic about their own behavior. Most students have difficulty accomplishing this self-evaluative task: they depend on others (teachers, parents, peers) to tell them their own worth, or they are unable to note their strengths or admit any areas where they need help. The classroom evaluation procedure is a way to provide regular, time-limited, relatively neutral and safe opportunities for self-evaluation and self-reflection. With support, students can make balanced evaluations of their own behavior noting progress as well as problems; and with help, other students can provide peer-evaluation in terms of help needed as well as skills shown. Clarification questions could include: what is your reason

for the evaluation? Are you evaluating the class? Your behavior? Others' behavior? Certain activities?

(c) to include the students in the formulation of program goals and expectations. This is very important, since it provides:

:: increased motivation to participate (instead of simply to complain, withdraw, or oppose the classroom process);

:: an opportunity for students to practice using decision-making skills by taking concrete control over their school lives, in a safe, limited but motivating structure;

:: an opportunity for the teacher to remind students, in a positive manner, of their agreements (rules, expectations), and of student progress (or problems) in living up to these expectations;

:: an opportunity for the teacher to have students establish expectations so that when students misbehave, the problem can be used as an opportunity to practice accepting responsibility for one's own behavior -- rather than simply rebelling against teacher (adult) rules. In other words, the focus is on the students to be realistic about their interest and expectations, and to commit themselves to a process.

(d) to provide a concrete ending point to the lesson. This helps students get closure, and provides a transition time to the following classroom period, when students can shift out of their focus on what can be potentially disruptive concerns (e.g., about drug use, sexuality, their own experiences with juvenile courts, etc.). It provides the teacher an opportunity to help students "shift gears" - thereby reducing the difficulties of transition to a new class.

The class evaluation should last no longer than 5-10 minutes. This will be enough time to ask each student to rate the class and give one reason for their rating. The purpose is to involve students in their education process, help them reflect on their own behavior, and offer thoughtful ideas about changing the program.

## Final Thoughts

Success with the Adolescent Decisions curriculum is sometimes difficult to evaluate or communicate, because changes in decision-making and group skills come slowly and take many forms. It is crucial to view the curriculum as part of a larger process -- whereby students and teachers together reflect upon, discuss, practice, and learn about the interpersonal skills required to make positive adolescent decisions. New skills will bring mistakes, frustration, and pain, as well as growth, competence, and self-confidence. Teachers, administrators, and parents must support each other; each must be patient, tolerant and open to growth. Change comes slowly, but the investment of time and energy pays multiple dividend for students, parents, teachers, and the community.

The following sections of the Program Manual describe each of the four basic curriculum areas.

# DECISIONS ABOUT WORK

## General curriculum goals

The Decisions About Work curriculum is designed to help close the gap between adolescence and adulthood, by familiarizing students with the world of work and offering opportunities for increased responsibilities and decision-making. Work experiences are one opportunity to practice the skills of adulthood. The Decisions About Work curriculum combines an interest in general job and economic awareness, with a focus on specific skills. The curriculum takes into account the specific developmental tasks of adolescence and tries to address difficult topics simply and concretely. One general goal of our program is to help adolescents understand complex social phenomena -- like their own value systems, steps in procuring a job, conflict resolution in employment settings. We believe that increased understanding of these issues can help adolescents make better decisions - for themselves and their communities.

This curriculum also addresses the problem of adolescents who have had few positive worker role models. Children who are exposed to widespread unemployment often see adults who are forced to choose between welfare and jobs that are unfulfilling and underpaid. Therefore, the second general goal of the curriculum is to expose students to positive job-related experiences, and at the same time to achieve higher levels of understanding and self-confidence which can help them think about seeking satisfying employment.

The third general goal for the curriculum is to integrate decision-making skills into both classroom and field experiences - in a sequential, concrete

approach, that can be used by students with a wide range of learning styles and educational needs.

The decision-making component is an essential part of the curriculum. Without good decision-making skills, the restricted job options for young people (stemming from high unemployment and poor educational services) often lead to drastic consequences -- for example, accepting unemployment as a way of life, chronic patterns of quitting or being fired, poor employment records, boredom, frustration, etc. Adolescents need opportunities to increase their self-esteem, obtain a better understanding of the economic system of which they are a part, anticipate consequences of their decisions (for themselves and others), and make more positive choices.

So-called "problem-youth" often lose jobs because they lack adequate skills for making interpersonal decisions -- for example, choosing an appropriate job, completing an interview, resolving conflicts with employers and co-workers. The Decisions About Work curriculum addresses these needs as part of a comprehensive job preparation and career awareness program.

The curriculum in the context of a comprehensive Job Preparation/Career Awareness Program.

The Decisions About Work curriculum is intended to provide a systematic approach to several components of a comprehensive job preparation/career awareness program. It is not intended to cover all relevant skills and content areas.

The sequence described below is a sample of one way to address job preparation/career awareness needs -- beginning from exploration, and including actual community job placements. We have indicated those areas that the Decisions About Work curriculum is designed to emphasize, as well as other resources that are appropriate to areas not covered by the curriculum.

| CONTENT/SKILL | RESOURCE |
|---|---|
| 1. Job Awareness<br><br>Elementary<br>Middle<br>Junior High<br>High School | All job exploration materials by Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA 94545<br><br>EBCET, 640 Milton Ave., Salt Lake City, UT 84105<br><br>Project BICEP -- Career Education Resource Center, Barnstable High School, 744 West Main St., Hyannis, MA 02601 |
| 2. Awareness of How the Economy Works<br><br>Elementary<br>Middle<br>Junior High<br>High School | Life On Paradise Island, W.H. Wilson, R.F. Warmke, Scott Foresman and Co., Glenview, IL 60025<br><br>National Center for Economic Education for Children, Lesley College, Cambridge, MA 02238<br><br>*Decisions About Work Curriculum |
| 3. Job-Finding Skills<br><br>Junior High<br>High School | *Decisions About Work Curriculum<br><br>Using the Want Ads by Wing Jew, Janus Book Publishers (see above)<br><br>Getting Hired: 13 Ways to Get a Job, Janus Book Publisher (see above) |
| 4. Problem-Solving Skills: Getting and Keeping a Job<br><br>Junior High<br>High School | *Decisions About Work Curriculum |
| 5. Hands-on Vocational Skills<br><br>Middle<br>Junior High<br>High School | McKinley High School<br>50 St. Mary's St.<br>Boston, MA 02214 |

*See Decisions About Work Curriculum for more extensive resource list.

| CONTENT/SKILL | RESOURCE |
|---|---|
| 6. School/Community Job Placement Program<br><br>Junior High<br>High School | Division of Mental Retardation, 160 N. Washington St., Boston, MA 02114 (617) 727-5656<br><br>McKinley School (see previous page)<br><br>EBCET (see previous page) |
| 7. Choosing a Vocational Area: Special Interests and Skills<br><br>High School | McKinley School (see previous page)<br><br>Dearborn Pre-vocational Unit, 36 Concord Ave., Cambridge, MA 02138<br><br>Project CAST -- Charles County Board of Education, LaPlata, Maryland 20646 |

Visual Aids for Each Area:

1. Guidance Associates -- Communications Park Publishing Group, Mt. Kisco, NY 10549

2. Sunburst Communications -- Room G 3535, 39 Washington Ave., Pleasantville, NY 10570

Goals and Structure of the Curriculum

The Decisions About Work curriculum focuses on 2 specific skill areas: (a) Job-Finding Skills, and (b) Problem-Solving Skills involved in getting and keeping a job. The structure of the curriculum includes some activities from other areas (e.g., job exploration), but focuses on decision-making and negotiation skills as they relate to finding, getting, and keeping a job.

Assessment. Throughout the curriculum, we emphasize the need to continually assess students' interests, needs, and skills; and evaluate the way lessons are addressing student needs. In addition, teacher-decisions about the relative emphasis (e.g., time spent, supplemental activities) on specific units, should be made in response to assessment and evaluation. In this way, the curriculum can provide a flexible structure.

Supplemental Activities. Many students need more review and practice than is provided in this curriculum. Supplemental resources are provided for each unit; additional teacher-made activities may be necessary.

Structure: A Focus on Interpersonal Decisions. Each unit in the curriculum includes activities that address interpersonal decisions. For

example, "The World of Work" unit includes an opportunity to think about the kinds of jobs which are available in our society. However, units 4 ("Interests and Skills"), and 7 ("Interpersonal Skills") focus specifically on interpersonal decisions. Unit 4 emphasizes reflecting on and evaluating personal skills and interests - and making job-related decisions that are personally appropriate. Unit 7 provides opportunities to practice interpersonal skills needed to successfully complete a job interview, and resolve conflicts on the job site. Supplemental activities should provide additional practice and review in these crucial interpersonal skills.

In addition, students are encouraged to make decisions about the curriculum itself (for example, choosing specific activities, speakers, etc.). In this way, interpersonal decisions are built into the process as well as the content of the curriculum.

Job-Finding Skills. Several units in the curriculum emphasize job-finding skills. Unit 2 introduces the range of jobs (skills) needed in society, Unit 3 introduces the problems and challenges of finding a job in a high-unemployment economy, Unit 5 describes a sequence for finding jobs, Unit 6 provides practice in using want-ads and filling out applications, Unit 7 provides practice in interview skills.

# DECISIONS ABOUT DRUG USE

## Goals

The goals of the curriculum are three-fold. First, it provides students with factual information about drugs. Second, it increases students' awareness about drugs in our society. Third, it helps students make better decisions about drug use. The three categories (information, awareness and decisions) are represented by different activities in each lesson. The information portions of each lesson deal with how different drugs are made, and the physical, psychological and legal consequences of drug use and abuse. Most of the awareness activities explore the roles of advertising, peer pressure, role models, and pushers, on decisions about drug use. Decisions activities offer students practice with anticipating situations that might come up around drug use and abuse, through case studies and role plays.

## Core Skills

The core skills included in the curriculum reflect the over-all emphasis of the Adolescent Decisions program (see sections 1 and 2 of the Program Manual). The core skills include:

1. Social Perspective-taking and Awareness, especially the ability to reflect on personal needs, values, strengths, and concerns; and responding to peer pressure.

2. Alternative Thinking, especially the ability to think about alternatives to drug abuse -- for example, in dealing with emotional stress, or becoming popular in a group.

3. Consequential Thinking, especially understanding the physical, psychological, and legal consequences of three different drug-related

behaviors: use, abuse, and addiction.

4. Communication, especially expressing values, and concerns; sharing ideas; and providing encouragement to other students seeking to make positive drug-related decisions.

5. Evaluation, especially evaluating the effect of decisions about drug use on oneself, and on others (friends, family, classmates); as well as evaluating alternatives to drug use, in terms of personal needs, peer pressures, and social norms.

## Structure of the Curriculum

Cover sheet. The first page of the lesson outlines the goals, activities and materials for the lesson. The activities have been categorized according to whether they are oriented towards factual information, awareness about self and society, or practice with decisions. Teachers will have to determine where the students' needs and interests lie when planning each lesson. We urge trying to do at least one activity from each category. Most lesson materials are included in the curriculum although occasionally the teacher will have to do some outside preparation. For this reason we urge you to look ahead to subsequent lessons.

Notes for Teachers offers a suggested sequence for the activities listed on the cover sheet, outlines each activity and suggests specific strategies. In some lessons, this section will also offer background information.

Student worksheets and handouts are at the end of the lesson. They are marked by a line around the whole page. One copy of each student sheet is

provided in each lesson.

The reading level for the student worksheets is designed to be at the late elementary school level (4-6th grade). However, the specialized vocabulary necessary for discussing drugs, provides additional reading problems. We have found that the materials can be read to students who have severe reading problems; for more advanced students, worksheets are best used as a springboard for more intensive study -- through reports, projects, supplementary readings, etc.

Curriculum Activities

Many of the lessons use a consistent activity format. In this way students can watch themselves improve as they review skills and become more familiar with the lesson structure.

Words to Watch is a list of new words which might present reading problems. If vocabulary is a priority goal these lists can be used to structure vocabulary lessons. Words to Watch can introduce the lesson, or provide review of important concepts. Definitions for all of the words appear in the Glossary at the end of the curriculum.

Brainstorming. This activity is discussed more fully in previous sections of the Program Manual (p. 59). It encourages participation and at the same time elicits a wide range of ideas, opinions and discussion-starters from the class.

Role-play. Role-play activities provide practice in the 5 core skills, as well as the 5 Steps to Make a Decision. Role play techniques are

discussed in previous sections of the Program Manual (p. 61), and in the Teacher's Guide which accompanies the Decisions About Drug Use curriculum.

Debates. Debating the pros and cons of drug use and abuse, offers students practice in communicating their ideas and feelings in a concise and structured manner. Debates can be informal or planned and prepared for as a larger project.

Students should be urged to work cooperatively with one another in preparation for their side of the debate. Students not involved as "debaters" can vote on which side has offered convincing arguments. If students respond well to competition, a tally of debate wins can be kept and a prize rewarded to the group that is consistently convincing.

Collages. Students often enjoy making collages. This activity requires the teacher to collect materials (magazines, newspapers, paper, scissors, glue, etc.) in advance. The collages serve as a form of personal expression and an excellent basis for group discussion. They also can be nice decorations for a classroom. When discussing the collages, students should be encouraged to analyze and articulate their reasons for creating what they did. Collages are a good activity for independent or group work.

Review. Most lessons have a short set of questions designed to consolidate factual information. If your students respond well to written work, this activity will fill that need. The questions can also be discussed orally or given as a homework assignment.

Evaluation. All lessons end with a participant evaluation of the lesson and the group interaction. Classroom evaluations are discussed earlier in this section of the Program Manual.

## ADOLESCENT DEVELOPMENT AND SEXUALITY

### Goals

The variety of goals for a sexuality curriculum corresponds to the varying needs of students, staff and parents at different sites. The Adolescent Development and Sexuality curriculum continues to focus on decision-making skills and increased awareness and acceptance of the role of sexuality in our lives. The major goals of the curriculum are:

1. To provide basic information about anatomy, puberty, reproduction, contraception, disease and lifestyle choices;
2. To increase student awareness of the role of sexuality in their lives and the lives of others, and its effect on behavior;
3. To provide practice in making decisions about sexually-related issues, through case studies, role plays and the use of audio-visual materials.
4. To offer a forum in which to answer student questions through appropriate adult role-modelling, class discussion and a supportive atmosphere.

These goals are often difficult to integrate, as staff, students, and parents struggle with decisions about curriculum priorities. Time constraints may force staff to choose between an emphasis on prevention versus the development of self-esteem, or practice with decisions versus factual learning. For suggestions on how to facilitate these choices, see the Teacher's Guide accompanying the curriculum.

Structure of the Curriculum

The Procedural Manual is intended to serve as an extensive introduction to the planning and implementation of sexuality education in your setting. This section will offer suggestions on: dealing with students around these sensitive topics, preparing yourself for teaching and talking about sexuality, involving parents in this aspect of their child's education, and developing a constructive classroom atmosphere. Anyone using the sexuality curriculum should become familiar with the information contained in the Procedural Manual.

All of the lessons in the curriculum include some combination of the following components:

1. Lesson Plan; outlines and sequences lesson activities;
2. Teacher Introduction; is designed to stimulate interest in the topic, set the tone for the lesson and map out the activities;
3. Notes for Teachers; describes the activities, suggests specific strategies and offers background information;
4. Anonymous Question Box; is used to facilitate student questioning through anonymity;
5. Student Worksheets; which supply basic information, review or concepts for discussion;
6. Case Studies; for discussion, role-play and other group activities;
7. Homework sheets; to be used by staff who wish to assign further work in this area.
8. Assessments and Evaluations; which provide feedback about the student reaction to materials, activities and group process.

The lessons will be enhanced by use of audio-visual materials that are not included as part of this curriculum. See the Procedural Manual for a listing of these resources and others you may find useful.

Additionally the lesson plans call for materials that will need to be purchased or rented (diagrams, samples of contraceptive devices, etc.). Make sure to plan ahead when ordering.

For a further discussion of the rationale, goals and teaching techniques associated with the Adolescent Development and Sexuality curriculum, please see the Procedural Manual found as the introduction to the lessons.

# JUVENILE LAW

## Goals

There are many different ways to help adolescents learn about juvenile law, and there are several fine sets of teaching materials commercially available (see the Resource List at the end of the Program Manual for titles). In the context of the Adolescent Decisions program and curriculum, the units on Juvenile Law focus on decision-making skills, and strategies for dealing with situations that involve the law. The major goals of the curriculum are:

:: To provide basic information about juvenile rights, and how juvenile courts work;

:: To increase student awareness of the role of juvenile law in their lives, the consequences of breaking the law, and the differences between adult and juvenile law;

:: To provide practice in the five core skills, especially understanding the consequences of breaking the law, and developing alternative solutions to juvenile problems.

:: To provide practice in making decisions about law-related issues, through case studies and opinion polls.

Curriculum goals have therefore excluded a number of interesting topics related to juvenile law; supplementary activities as well as more intensive treatment of these issues can be found in the resources listed at the end of the Program Manual. The scope and sequence of the Juvenile Law curriculum are adapted from Juveniles and the Law (Riekes and Ackerley, West Publishing Co., 1975).

Structure of the Curriculum

All lessons include a combination of the following components:

1. Teacher Introduction, which is designed to stimulate interest in the topic, introduce new words or concepts, and map out the lesson's activities;

2. Student Worksheet which supplies basic information on the key concept in each lesson;

3. Case Studies for discussion, role-play or brainstorming activities, which provide concrete examples of the issues and concepts discussed in each lesson, and an opportunity for students to practice making decisions about law-related issues.

4. Opinion Polls and Debates, which provide an opportunity to communicate and exchange ideas, and develop common solutions to law-related problems.

5. Class Evaluations, which provide feedback about the lesson topic and activities, group process, and student behavior.

The case studies included in this curriculum are suggestive of many other, similar case studies. The method can be extended into mock court experiences; and supplemented with visits from members of the community who have been involved with the juvenile law system -- either as lawyers, social workers, advocates, judges, or juvenile offenders.

# 5. CLASSROOM MEETINGS

## CLASSROOM MEETINGS: THE CONTEXT

Weekly classroom meetings to evaluate program and behavior are one regular method to provide small-group practice in making decisions. In the context of the Adolescent Decisions program, classroom meetings are an integral part of a whole-school approach to student decision-making. They serve the following general purposes:

1. They move beyond individual decisions, and involve students in small-group problem-solving activities. (See Table 3).

2. They involve students in "real-life" situations, where the skills developed and practiced in a curriculum (for example, through role-play and simulation) can be used to make actual decisions about classroom life.

3. They provide preventive practice and skill-building for larger, community meetings.

4. They integrate decision-making into the fabric of on-going classroom interactions and programming.

5. They provide students with a concrete opportunity to take on responsibility for decisions that are accessible and appropriate -- in terms of their own social development, as well as broader whole-school policies.

This section of the Program Manual will briefly outline goals of the classroom meeting, ideas for assessing student needs and skills relevant to classroom meetings, guidelines for structuring the meetings themselves, and ways to evaluate change. More information can be found in a supplementary paper, "Reasoning with Troubled Children: Classroom Meetings as a Forum for Social Thought". (See Bibliography).

## GOALS

In the context of the Adolescent Decisions program, weekly classroom meetings have the following goals:

1. to provide practice in making real-life decisions about the classroom rules and program;
2. to provide practice in peer leadership skills;
3. to provide opportunities to practice the five core skills described in Table 1;
4. to create a bridge between decision-making on an individual and whole-school level, through practicing democratic procedures.

These goals need to be prioritized in the light of an assessment of teacher skills, student needs and skills, and school-wide philosophies about decisions.

## ASSESSMENT

The most important questions for the teacher to ask before beginning to implement classroom meetings are: "Which decisions am I willing to share with students now, which decisions will I be willing to share later, as students grow in their ability to accept responsibility?" The answers to these questions depend partly on each school policy and philosophy, and partly on a careful assessment of students' interests, needs, and skills. For example, students will most likely be unable to decide that they can smoke in class; in most schools, smoking is illegal. Furthermore, if students have had little

previous experience making their own decisions, and demonstrate difficulty in negotiating simple classroom interactions (for example, sharing materials, following instructions, listening in a group), it may be advisable to begin with a restricted set of decisions as appropriate for classroom meetings -- for example, deciding on a class project, or seating arrangement, or which activities are acceptable if a student finishes work early. On the other hand, if students demonstrate real motivation and skills in making decisions, they may be able to help create resolutions to difficult classroom issues -- for example, rules about cheating, or disrespect among peers, or ways to improve classroom curriculum.

Goals, rules and expectations, the amount of structure provided, and even the topics of the meetings themselves -- can all be formulated in the light of an assessment of students' interests, needs, and skills. The Five Core Skills (Table 1) and the assessment methods (Table 7) provide useful guidelines.

## STRUCTURE

We recommend a structure to provide approximately 30-40 minutes per week for a classroom meeting which includes the following components:

1. Rotating peer leadership.

Each week, one student should have the opportunity to lead the meeting. Leadership involves asking questions, recording responses, and helping to facilitate a group interaction. Students will need help with this role -- especially when shifting from group leader to group member. However, peer

leadership contributes to growth in the Five Core Skills (Table 1), and should be emphasized.

2. Rating the week.

In this exercise, each member of the classroom rates his/her week: Excellent, Good, Fair and Poor, are useful categories. After rating the week, each student is required to give a reason for his/her vote -- for example,

> "I thought it was excellent because I like the role-plays in jobs class, and because I finished all my work."

> "I thought it was fair because I got my work done but people were bothering me while I was trying to concentrate."

Rating the week allows each member of the class to reflect (both positively and critically) on his/her interactions with classmates and the teacher, and stimulates thinking about "reasons". See Table 8 for examples of structures to facilitate "Rating the Week". It also provides an anecdotal record of student concerns, and suggests strategies for dealing with problems before they become serious.

3. Suggestions and Complaints.

After each student has rated the week, the leader opens the floor for suggestions, complaints, or ideas. These can be concrete (for example, a topic for a class, a field trip idea), or they can raise interpersonal issues (complaints about unfair rules, suggestions for improving group behavior). This activity provides each student with a legitimate opportunity to verbalize concerns, and at the same time suggest alternative solutions to

Table 8

Classroom Meetings: Rating the Week

Sample Format

Form 1

RATE YOUR WEEK BY CHECKING THE BOX.

Think about behavior, work you completed, and how you got along with others.

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Please give at least one reason for your decision. _____

_____

_____

_____

Form 2

Please Rate your week by answering these questions.

| Yes | No | |
|---|---|---|
| ☐ | ☐ | Did you come to school regularly? |
| ☐ | ☐ | Did you participate in class? |
| ☐ | ☐ | Did you get along with others? |
| ☐ | ☐ | Did you achieve something you could not do before? |
| ☐ | ☐ | Was the teacher fair to you? |
| ☐ | ☑ | Did you enjoy yourself? |

This week was:

☐ Excellent ☐ Good ☐ Fair ☐ Poor

real classroom problems. It should be structured, safe, and time-limited; it should emphasize positive responses to problems. In this way, it increases responsibility and accountability. At the same time, it provides the teacher with an anecdotal record of student concerns, and can highlight issues which might become serious problems. Beyond these three basic components, the weekly classroom meeting can extend into other issues, concerns, and planning needs.

Guidelines for Classroom Meetings

There are some important guidelines for implementing the classroom meeting activity.

1. Be clear about rules and expectations -- for yourself and your students;
2. Know when to stop; keep meetings "too short" rather than "too long";
3. Start by being an active adult leader, then gradually shift increasing responsibility to students;
4. Try to include at least one issue each week that is directly relevant and (hopefully) resolvable by the students themselves; students need to experience actual success in solving classroom problems;
5. Keep evaluating, with students and for yourself; change the structure of the meeting in the light of evaluation.

## EVALUATION

Once the weekly classroom meetings have started, it is important to begin evaluating their usefulness in addressing the over-all goals of a

decision-making program. Evaluation should be done by the teacher, for him/herself and with students themselves.

1. Evaluate each meeting with students. Use the Weekly Evaluation scale (see Table 8), or ask for a more global evaluation (with reasons); ask for ways to improve the meetings.

2. Record the meetings on audio tape, invite a colleague (or a student teacher) to take notes, or take notes yourself. Audio tapes often catch interactions that pass unnoticed, and they provide a method for recording the "feel" of the meeting. Tapes and notes can be used to record issues, significant interactions, problems that need improvement, changes in student behavior, ideas that need to be carried out, and the general level of decision-making skills which have been used during the meeting. These records can be used by the teacher to improve the structure of the meetings, to develop individual interventions to meet specific student needs, to anticipate future problems and intervene preventively, and to be able to articulate the ways in which students have made progress in making decisions. The records can also be used with students -- to help them see their own progress, as well as the areas in which they continue to need more work. The ideas and strategies used during classroom meetings are often a powerful index of student decision-making skills -- and can be used to document student change, as well as improve school programming.

The process and content of the weekly classroom meetings should be seen by the teacher -- and expressed to the students -- in the broader school context. Issues raised in individual interventions or curriculum units can be addressed in a general way in the group setting of the meeting. Whole-school tasks (like planning a holiday party or fieldtrip) can be taken back

into classroom work-groups, and relevant decision-making skills practiced in a smaller group context. In this way, the weekly meetings can be built upon, and at the same time contribute to, a broad range of decision-making activities.

STUDENT COUNCILS AND COMMUNITY MEETINGS

## CONTEXT

Student Councils and Community Meetings can provide students with real-life opportunities to make decisions that directly affect the quality of their school life -- both in terms of the school climate, and the specific activities that characterize the school-as-community. In order to be effective opportunities for making decisions, these activities need to be seen in the context of the continuum described in Table 3 -- that is, as one step in moving from the individual to the community.

In this context, a Student Council is understood as a representative body -- that is, a small group which can be used as a place to concretize plans and make suggestions for the whole school to consider. Community Meetings are seen as regular opportunities for the "whole school" (or a significant sub-group -- for example, a cluster or a grade) to come together as a group to consider relevant issues, exchange ideas, and vote on solutions to common problems. Both Student Council and Community Meetings can be linked to other parts of a decision-making program, through a sequence similar to the following:

Individual students express ideas, concerns, suggestions, or complaints to each other and/or to the teacher. These ideas are talked about at a weekly classroom meeting. If other students share the concern or idea, it can be taken both to the Student Council and/or to the Community Meeting. If the issue raised is best addressed through a simple exchange of ideas or information, or through a simple Yes/No vote, it can be addressed at a Community Meeting. If more concrete plans or further discussion is required, it can be referred to the Student Council, and to meetings between school

staff and student representative. Information and decisions can then be communicated back to individual students through the classroom meeting format. This cycle can repeat itself as new issues or decisions arise, as previous decisions are evaluated.

## GOALS

In the context of the Adolescent Decisions program, the goals of both Student Council and Community Meetings, are:

1. To expand the areas of student decision-making beyond the classroom;
2. To encourage broader interactions with other students, staff, and school administration, in order to gather new perspectives on common problems, and plan for alternative solutions;
3. To practice democratic procedures for making decisions;
4. To improve student investment in school policies;
5. To improve school climate and discipline through student involvement;
6. To make school life more relevant and responsive to student needs.

## ASSESSMENT

Five questions are helpful in assessing the scope and direction of Student Councils and Community Meetings. First, what decisions are actually available to students? For example, state regulations about curriculum requirements are not a legitimate area for decision-making at the school level; nor are certain safety regulations. It is crucial to concretely and positively articulate those areas where students can actually participate

in making decisions. Second, what social skills do individuals and groups of students bring to the decision-making process? Who are school leaders, and what skills can they share with others? Is there a "general" or "modal" level of decision-making skills among students, and how does this level contribute to successfully making decisions that affect the whole school? (For further information, see Tables 1 and 2, and the section on Classroom Meetings.) Third, what are the crucial "whole-school" issues voiced by students, and where do they coincide with staff concerns? For example, staff may be most concerned about student cheating; students may be most concerned about the lack of a student lounge, or getting new physical education equipment. It is important to address both student and staff needs -- but to begin with issues which are "owned" by the students, and which can motivate their participation. Fourth, how will specific issues most likely improve student decision-making skills? For example, deciding on a color for a school jacket may provide a relatively concrete exercise in decision-making, but it does not emphasize skills like social perspective-taking or anticipating consequences. On the other hand, formulating rules for a student lounge will emphasize anticipating consequences and thinking about alternative solutions to peer problems, but it may require a group process which needs to be built through careful preparation and practice. Fifth, how are decisions made in the school, and are students aware of the process? Careful attention to the implications of a developmental model (see Table 2) and of the individual-group continuum (see Table 1) will provide helpful guidelines for assessment and program.

## STUDENT COUNCILS

Although Student Councils are a tradition in most junior and senior high schools, they are rarely used to build decision-making skills. However, Student Councils can be a very effective context for improving these skills, because they provide new perspectives on specific problems; a small group to facilitate planning and problem-solving; a regular and consistent structure for communication; a common focus; a sense of power and efficacy; face to face contact between students and staff.

A careful assessment of the skills and interests of Student Council members, will provide a guideline for selecting topics and establishing a structure for the meetings. For example, "new" members may need a tight structure within which to learn group and democratic skills; they may orient to concrete (activity-type) issues, rather than group-relationship or school governance issues; they may feel uncomfortable with a new role as a student leader.

Most of the activities and principles described in Sections 4 (Curriculum) and 5 (Classroom Meetings) are applicable to Student Council meetings. The Five Steps can be especially useful in establishing a common focus, and in helping the group accomplish tasks. The classroom evaluations (see Section 4) will help Student Council members evaluate their interactions, and improve the group's ability to work together. The principles of the Classroom Meeting (see Section 5) are also helpful in structuring Student Council meetings Perhaps most important is to keep a group focus on issues that can actually be resolved -- but to occasionally open up discussion on broader issues which can stretch the members' social skills, and prepare them for taking on broader responsibilities in the future.

## COMMUNITY MEETINGS

Community meetings are a place where all students can be heard, and where ideas and issues that are common to all students can be considered. These meetings can be used for either or both of two purposes: first, as a context for sharing information and airing issues; and second, as a decision-making group, where simple yes/no votes on specific proposals can be accomplished.

In small schools, these meetings can include everyone -- including students, staff, and administrators. In larger schools, community meetings need to be broken into smaller groups -- for example, grade levels, or clusters of homerooms. An assessment of student skills, in the light of other whole-school policies, will help determine the size and selection of Community Meeting sub-groups.

There are many ways in which these meetings can contribute to growth in the 5 core skills (see Table 1). First, they provide an opportunity for listening to many different perspectives on a problem -- for both students and staff. Second, they provide an opportunity for collecting alternative solutions to common problems. Third, they provide practice in communication -- both listening to others, and expressing ideas in a way that is comprehensible to a large group of fellow students. Fourth, they provide practice in anticipating and accepting the consequences of "democratic" group decision-making. Finally, they provide opportunities for evaluating the success of decisions.

Both the Five Steps to Make a Decision (see Table 5) and the principles of Classroom Meetings (see Section 5) are relevant for successful Community Meetings. In addition, it is important to discuss and agree upon some protocols for facilitating a large group meeting -- e.g., raising hands, time-limited opportunities to speak, etc. Again, it is crucial to maintain a focus on issues which can be actually resolved by students -- as well as on building awareness and social skills for the future. For example, one initial activity might involve discussing and deciding upon, a process for dealing with students who are resistant to following group-made rules.

For more information about Community Meetings, see Resource List and Bibliography.

# 7. PARENT INVOLVEMENT AND EDUCATION

## CONTEXT

In the context of the Adolescent Decisions program, parent involvement and education addresses three areas of decision-making. First, it contributes to growth in skills for individual students -- by helping parents model successful decision-making skills, and by providing parents with information relevant to making decisions (e.g., information about drug abuse, about employer requirements, etc.). Second, it improves the climate of the school by building school-parent alliances, which can in turn improve school discipline, follow-up on academic work, and parental input to school programming. Third, it links the school to the broader community, through the parents; in this way, decision-making skills which are developed in school can be carried by students out into the community. (See Section 8 for further information on community involvement; see Resources and Bibliography for further information on parent involvement.)

The following sections briefly describe one structure for parental involvement and education, which draws directly on the tasks and issues addressed by the Adolescent Decisions curriculum.

## GOALS

In the context of the Adolescent Decisions program, the goals of a parent involvement and education activity can be summed up in the words of Nicholas Hobbs: "Parents have to be recognized as special educators, the true experts on their children; and professional people -- teachers, pediatricians, psychologists, and others -- have to learn to be consultants to parents." (1978) (Source: Parent Involvement Center). Specific goals are:

1. To link school and parents in a supportive collaboration;
2. To provide information relevant to adolescent needs and issues;
3. To provide opportunities to practice and improve parental decision-making skills; especially as they relate to resolving conflicts with adolescents;
4. To gather parental ideas about the school and curriculum needs of their teenagers;
5. To help parents become advocates for adolescents, as they negotiate new challenges;
6. To strengthen or develop the school-parent-community network.

## ASSESSMENT

The first step in developing a parent involvement/education program, is to assess the needs, interests, and skills of the parents who will be involved. A simple interest assessement is crucial in helping parents feel included in the process, and in specifying issues and structures which will address parental concerns. For examples of a Needs Assessment, see Appendix B. From this assessment, it is possible to determine the kind of involvement which is appropriate for a specific group.

## A CASE STUDY FOR A PARENT INVOLVEMENT PROGRAM

There are many ways to structure parent involvement and education activities. This section provides one example -- used by the Adolescent Issues Project in its initial work at the Manville School. A more detailed description and evaluation of the program is available from the Adolescent Issues Project (see Resource List).

Staff of the Adolescent Issues Project met monthly with a group of parents of students who were participating in the Adolescent Decisions curriculum. The goals of these meetings were: to inform parents about the curriculum; to gather ideas and suggestions for issues which should be addressed; to provide opportunities for parents to practice decision-making skills; to encourage parents to use each other as resources.

The first meeting of this group was used to introduce group members, set group goals, and establish a structure for the meetings. Staff offered rides, food and child care to parents for the first meetings. The sessions were described and structured primarily as educational/informative sessions -- rather than therapeutic meetings. Parents were seen by staff members as the primary caretakers and "specialists" about their children's needs and concerns; staff sought to gather as well as disseminate information. In this way, parents began to be seen (by staff and themselves) as contributing partners, rather than problem-creators. This attitude was crucial to the success of the group.

Each meeting was structured to include an informational presentation by a staff member, an activity to practice decision-making skills (either role-play or discussion), a brief opportunity to exchange ideas among parents, and

an evaluation of the meeting. This structure paralleled the structure of the Adolescent Decisions curriculum; in addition, specific curriculum activities and techniques were used (for example, the Five Steps). In this way, parents shared a common vocabulary and set of experiences with their adolescents.

## PARENT EDUCATION AND DECISION-MAKING SKILLS

In addition to providing a common vocabulary for dialogue between parents and adolescents, the parent education sessions provided an opportunity for parents to gain information and skills which they often do not have access to elsewhere. For example, parents in the group voiced concern about the consequences of drug abuse, and about street terms which they did not understand. They said they did not know how to help their children accomplish a range of tasks -- from getting along with siblings, to showing up for a job appointment, to avoiding pregnancy. Parents can use educational sessions to practice these skills in their own peer group -- to share concerns, frustrations, and strategies; to try out new ways of dealing with common problems; to make mistakes before they begin dealing with their own children.

As school staff become more comfortable with parents, and more certain of the parents' ability to both support school programs and contribute new ideas to the school, stronger alliances are formed. In turn, these alliances are communicated to students. An effective parent education program -- that is, one which contributes reciprocally to improvements in decision-making

skills -- is a powerful factor in improving student behavior and motivation. School and family issues are seen as shared, with a common set of skills which can be used to address them.

## EVALUATION

As in all activities in the Adolescent Decisions program, we recommend frequent participant evaluation. Weekly, mid-year, and summative evaluations all provide important information for school staff (to improve the program), and increase the parents' sense that they are participating in a worthwhile, positive program which they themselves can contribute to and improve. An example of a summative evaluation activity is included in Appendix C.

# 8. THE SCHOOL IN THE COMMUNITY: REACHING OUT/STEPPING IN.

## INTRODUCTION

Thus far, the Program Manual has addressed a range of school approaches to decision-making -- including classroom curriculum, school governance, and parent education. Just as it is important to see the classroom as part of a whole school, it is important to see the school as part of a whole community -- and to respond to the community as an integral part of the student's life.

School-community involvement also provides a model for decision-making that can contribute to growth in student skills. When students see parents and teachers involved in working toward collaborative decisions, they begin to experience a connection between school and community, as well as to learn new social skills through observing adults. In addition, effective school-community connections can make the decision-making skills taught in school more applicable to situations which they will face as they become young adult members of their communities -- for example, becoming active in the electoral process or in community projects.

Recent technological changes (like television and mass production) have contributed to making traditional school work seem less relevant to "success" in everyday life. Students, parents, and even teachers, are often unclear as to how a "school" education will prepare adolescents for adult tasks. Schools often have no functional relationship with the community. High school degrees are no longer guarantors of a secure job. And the social stresses related to interpersonal issues like drug use, changes in family structure, sexual activity, and competing in a shrinking job market, are not included in

the school curriculum.

The consequences of this school-community split are far-reaching and well-documented. The community sees schools and teachers as irrelavant or counter-productive: as unable to teach basic skills or control behavior. The school sees parents and other community members as hostile adversaries, unwilling to follow school guidelines or help students with school work, or even pay for school services through taxes. These conflicts create great stress for adolescents, and place them in a separate, alienated, and often frightening, "no-person's land" where expectations are confusing and unclear, and the pay-offs for learning and achievement are few. Neither the school nor the community alone offers adolescents sufficient opportunities to learn skills and practice becoming productive adults. Teenagers are thus left with few outlets for exercising the independence and responsibility which they are told they "should" learn.

In recent years, educators have again begun to examine this dichotomy, and to propose a range of changes which can integrate schools and the community. The following sections suggest some initial strategies for moving in this direction, specifically involving parents and work-related programs. The section is meant to suggest possibilities, and to encourage others who are interested in developing more specific strategies in this area. Helpful resources for integrating school and community are listed in the Resources section at the end of the Program Manual.

## USING COMMUNITY RESOURCES IN THE CLASSROOM

Communities are full of talented people who are interested in being involved with children, but have not been encouraged or offered opportunities to do so. Here, the school can play the important role of developing struc-

tures to utilize skills that would otherwise go untapped.

Community members can be:

Job Exploration speakers -- speaking about their particular experiences in jobs of interest to the students;

Tutors -- helping out on a one-to-one basis;

Instructors -- teaching specialty areas or electives to groups of students in art, music, physical education, vocational skills, etc. For information about community workers as guest speakers, contact the IDS Program, Watertown High School, 51 Columbia Ave., Watertown, MA 02172 (617-926-7760).

## COMMUNITY JOB EXPLORATION PROGRAM

Job exploration is a subject that is being integrated into public education as early as the elementary grades. One excellent way to teach about the world of work is to visit and study various jobs in the community. Community visits improve school-community interactions, and provide a focus for other learning activities in social studies, writing skills, and in-school job preparation courses. Some schools have made this visiting job idea into a credited school program. For a comprehensive and successful community job awareness program, we recommend contacting EBCET, 640 Milton Ave., Salt Lake City, Utah 84105.

## COMMUNITY JOB PLACEMENT PROGRAM

Teenagers are in a bind, between the emphasis put on "getting a job and making money", and the 19% jobless rate for teenagers (with a staggering high of 45% for minority youth*).

*Employment Situation: Bureau of Labor Statistics, Aug., 1982.

The schools can play a crucial role in creating and advocating community job programs for teens. Often, community members need to be pushed to take an active role in the lives of their youth. Without the school taking an active role in developing these programs, both adolescents and the community will continue to suffer from a vicious cycle: teens have no constructive focus for their energies, and adults become angry and blaming about teens who "do nothing all day".

For more information, call or write The Group School, 345 Franklin St., Cambridge, MA 02139.

Setting up a program

We have been a part of, and in touch with, many successful community programs around the country. Some schools have been able to raise their own funds to pay the students, others develop contacts with local merchants and large corporations, others have developed work/study programs where students receive credit for working, and some communities have developed student-run businesses.

We recommend contacting the following programs in order to learn about their success with community job programs:

Student Business: Trade Winds, ESAC Youth Services, 29 Germania St., Jamaica Plain, MA 02130, (617) 522-3600.

School Fundraising: Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Ave., Boston, MA 02115, (617) 232-8390, x303.

Business Contacts: Project Space, EDCO, 20 Kent St., Brookline, MA 02146, (617) 738-5600; Perkins School for the Blind, 175 N. Beacon St., Watertown, MA 02172, (617) 924-3434; McKinley School, 50 St. Mary's St., Boston, MA 02215, (617) 536-4491; The Group School, 345 Franklin St.,

Cambridge, MA 02139, (617) 491-4884.

## PARENT INVOLVEMENT

(See section titled "Parent Involvement and Education").

## COMMUNITY ADVISORY BOARD

An advisory board of community members is an essential step toward developing school/job/community contacts. Each community has its particular resources which can be tapped by introducing non-education personel into the educational process. We have seen successful advisory boards with members from local businesses, large corporations, social service agencies, and universities.

We recommend the following resources for setting up effective community advisory boards:

1. Industry Education Council of California
   Regional Office
   2430 Stanwell Drive Suite 160
   Concord, CA 94520
   415-680-8744

2. Advisory Committees in Action by Cochran, Phelps, Cochran, Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210.

3. Adolescent Issues Project, 295 Longwood Ave., Boston, MA 02115, 617-232-8390, x303.

# 9. THE WHOLE-SCHOOL APPROACH RE-VISITED: A MODEL AND CASE STUDIES

## A WHOLE-SCHOOL APPROACH

The preceding sections have described a conceptual framework for a decision-making program -- and applications of this framework for student assessment, classroom curriculum, classroom meetings, student councils, community meetings, parent education, and community involvement. Each of these components can be integrated into a "whole-school" approach to decision-making; this approach can make important contributions to school climate and discipline, as well as help to develop a school program that addresses the basic needs of adolescents as they enter young adulthood.

The "whole-school" approach to decision-making is a complex topic, and needs to be addressed through on-going meetings among staff, parents, administrators, and students themselves. The conceptual framework provided in this Program Manual is one approach to structuring this process. In addition, it provides a backbone with which to connect many different components of the school program.

Individual counseling, contracts, and curriculum, can be addressed with each student by assessing needs and skills, in the context of the Five Core Skills, the INS Levels, and the Five Steps (see Tables 1, 2, and 5). The Five Steps can be used to help individual students, pairs, and groups, establish personal academic and social goals, deal with interpersonal conflicts, and plan steps toward achieving the personal and group objectives.

The Adolescent Decisions curriculum can be used to practice making decisions in a group or individual setting. The curriculum addresses the Five Core Skills, negotiation strategies, and the Five Steps to Make a

Decision; it also provides information which adolescents need in order to make informed decisions. In addition, the curriculum offers a structured group setting where the difficult issues of adolescence can be aired and discussed. In this way, curriculum can contribute in a preventive way to a successful transition into young adulthood.

Classroom meetings, student councils, and community meetings can provide opportunities for making actual decisions about common school issues. The range of decisions addressed within these activities can be selected after an assessment of student interests and skills. Each activity addresses the Five Core Skills; each can provide practice in using the Five Steps and in developing strategies for dealing with a range of negotiations. Finally, these activities help students become invested in making decisions, as they begin to experience their own effectiveness in creating solutions to common problems.

Parent education and community outreach activities extend the effect of the school program beyond the building itself. These activities help create an alliance among school, family, and community -- by developing a common focus and vocabulary for helping adolescents make decisions.

Taken together, these components can be used to structure a broad range of interventions -- and to make various school programs more coherent and articulate. In turn, this process can help to improve the quality of life in the school for all members of the community.

## WHOLE-SCHOOL APPROACHES: SOME SAMPLE CASE STUDIES

In order to concretize a framework and plan for implementing the Adolescent Decisions program in a specific school context, it may be helpful to consider some sample cases -- that is, some representative

schools in which the specific combination of needs, interests, and skills among students, staff, and parents, suggest a plan for intervention.

The three case studies which follow derive from field test experiences, and are structured so as to highlight some common issues relevant to implementation. The implementation strategies are suggestions -- intended to be helpful as guideposts which can raise key questions about program implementation.

## The Washington School

The Washington School is a Middle School. The principal is interested in developing programs related to decision-making. The staff has little experience with these issues, and is unsure of how to proceed. There has never been a class which focuses on adolescent issues; nor is there a structure for student decision-making through student government. Parents occasionally ask for help with these issues at parent conferences or the PTA, but there is no organized parent program.

1. Define the Need. The principal needs to clarify staff concerns and interests, and involve both parents and students in the process of defining priority needs. This can be done through staff meetings, parent needs surveys, meetings in homerooms, or questionnaires for students. A staff committee can be developed with the responsibility to make recommendations as to the best way to begin working on common problems.

Outcome: Parents, students, and staff indicate a common interest in two issues: dealing with peer pressure, and making decisions about drug use.

2. Develop Strategies. Given the lack of prior staff experience

with these issues, two alternative strategies are possible:

a. An elective mini-course in drug abuse, which highlights issues of peer pressure;

b. A small group which deals directly with peer pressure as it affects a range of adolescent decisions.

In either case, the intervention should include:

c. In-service, to build and encourage staff skills;

d. Parent outreach, through parent education workshops, an open house, and individual conferences.

3. Evaluate outcomes. At mid-year, staff should include students and parents as co-evaluators of the program; changes can be suggested and recorded, and successes recognized. Evaluation should also take place at the end of the year. At this point, staff can plan for further interventions and refinements.

The Jefferson School

The Jefferson School is a Middle School. Teachers have had some experience dealing with adolescent issues, through elective courses and by incorporating themes into social studies and science classes. One PTA was devoted to a presentation about adolescent drug use. However, there are no opportunities for student decision-making through student government. Staff is interested in improving interventions.

1. Define the Need. Staff should meet to discuss and define school needs. For example, what areas of the curriculum need improvement? How can core skills be integrated into other curriculum areas? How can a

parent education program be developed?

2. Develop Strategies. Given the prior experience of staff and students with decision making as a curriculum, strategies should focus on:

a. Refinement of group-process skills through the use of problem-solving groups and specific curriculum activities;

b. Integration of core decision-making skills throughout the curriculum;

c. Development of a student government, where students can practice making decisions about school-related concerns;

d. Development and staffing of a regular parent education group, to integrate school and home interventions.

3. Evaluate outcomes. Program evaluation should take place frequently; mid-year and summative evaluations should suggest program changes and emphases. The goal of subsequent activities should be to stabilize, and refine the program, and increase student and parent "ownership" of the program.

The Adams School

The Adams School is a Middle School. Decision-making has been incorporated into the school program for several years through curriculum, group work, and student government. However, parents continue to participate poorly in related activities. Staff is interested in integrating a decision-making model throughout the school, and especially in work with parents.

Develop Strategies. Given the lengthy experience with adolescent decision-making, strategies should include:

a. development of a "whole-school philosophy" through participation of students, staff, and parents -- which can provide a stable

framework within which individual elements can be integrated;

b. development of peer leadership and peer counseling skills, to shift more responsibility for school governance and decision-making to adolescents;

c. outreach and needs assessment with parents, to focus on specific issues of clear relevance to a significant portion of parents; emphasis on development of a strong parent education program.

Evaluation. Evaluation should focus on development of whole-school philosophy, changes in parent involvement and input, and long-term changes in students' patterns of social interaction with adults and peers in the community.

The case studies point out the need for:

1. a careful assessment of needs, interests, and skills;
2. a program designed to first meet commonly-articulated needs of students, parents, and staff -- and which can be successfully integrated into existing school structures;
3. a view of the decision-making process as long-term and sequential -- with each new activity building upon those which preceded it;
4. careful evaluation and re-assessment, so as to keep the program building and changing to meet common needs.

The final section of the Program Manual consists of some general principles to consider in deciding, "Where Do We Start?".

# FIRST CHOICES, OR "WHERE DO WE START?": SOME GENERAL PRINCIPLES

The Adolescent Decisions program is intended to provide a broad framework within which individual schools can focus on specific approaches which fit best into their philosophy and structure. Any of the seven approaches described in this Program Manual, will, in their own way, address the core set of skills around which the program has been built. Furthermore, any of the seven approaches will address a basic set of issues relevant to the transitions of early adolescence -- for example, making and keeping friends, dealing with peer conflicts, making and respecting group rules, getting and keeping a job, etc.

Simply stated, the answer to the question, "Where Do We Begin?", is this: We begin wherever we can. However, the first step should meet four criteria. First, begin by addressing a commonly-agreed-upon set of priority needs. For example, if most staff, parents, and students see a need to deal with issues of drug abuse in the school, it is crucial to find a way (or better, yet, several ways) to address these issues -- rather than starting with a topic which is less direclty relevant or motivating.

Second, begin where staff, students, and parents feel at least minimally comfortable. For example, sex education programs are sometimes

difficult for staff to deal with; although many parents express a need for "someone" to deal with these issues, other parents are much less sure. If issues of sexuality are a priority concern, they must then be addressed in a way that is at least minimally comfortable for all involved (for example, by using outside speakers or a structured class, rather than an open-ended group discussion).

Third, begin with the resources available. For example, if the community has a strong drug abuse prevention program, use it as a resource for staff development, mini-courses, etc. If a staff member is especially interested in student councils, use this personal energy to get the process started.

Finally, the first step should be one that leads to other integrated approaches to decision-making in the school. For example, if outside speakers are used, they should also help train staff who can then integrate issues in other areas of the school. If the first issues to be addressed involve drug use/abuse, staff should continue to use the skills developed in those interactions, to address other issues relevant to students and the school community.

In other words, the most important consideration in deciding where to begin is this: an initial attempt to improve decision-making skills is most successful if it helps those involved feel more able and committed to making decisions about their own lives, and therefore willing to try it again. Making decisions, and accepting responsibility for those decisions, can initially seem a new and difficult experience. The decision about

"where to begin" should be made in the light of a careful assessment of needs, skills, goals, and available resources. In this way, the first step in addressing decision-making skills will lead to a second and a third and a fourth -- and, in time, toward a general improvement in the process by which adolescents become contributing members of their communities.

# 11. SELECTED RESOURCES & BIBLIOGRAPHIES (arranged by topic)

## BACKGROUND INFORMATION

Brion-Meisels, S. & Selman, R. "The Adolescent as Negotiator: The Development of a Social Self";to appear in The Development of Self. Edited by Robert Leahy, Academic Press.

Dewey, J. Democracy and Education. New York: Free Press, 1916.

Feeney, S. Schools for Young Adolescents: Adapting the Early Childhood Model. Center for Early Adolescence, Carrboro, N.C., 1980.

Furth, H., and Wachs, H. Thinking Goes to School: Piaget's Theory in Practice. New York: Oxford University Press, 1975.

Hersh, R., Paolitto, D., and Reimer, J. Promoting Moral Growth: From Piaget to Kohlberg. New York: Longman, 1979.

Jones, V. Adolescents with Behavior Problems: Strategies for Teaching, Counseling and Parent Involvement. Boston: Allyn & Bacon, 1980.

Kohlberg, L. "Stage and Sequence: The Cognitive Developmental Approach to Socialization." In D. Goslin (Ed.) Handbook of Socialization Theory and Research. Rand McNally, 1969.

Piaget, J. The Moral Judgment of the Child. N.Y.: Free Press, 1965.

Selman, R. and Selman, A. "Children's Ideas About Friendship", Psychology Today, October, 1979.

Selman, R. The Growth of Interpersonal Understanding. New York: Academic Press, 1980.

Spivack, G., Platt, J. and Shure, M. The Problem-Solving Approach to Adjustment. San Francisco: Jossey-Bass, 1978.

## WHOLE-SCHOOL APPROACHES

Brion-Meisels, S., and Rendeiro, B. "Student Decision-Making: Improving the School Community for All Students." Unpublished paper: Adolescent Issues Project, 295 Longwood Ave., Boston, MA 02115. 1980.

First, J., and Mizell, M. Everybody's Business: A Book about School Discipline. Southeastern Public Education Program, American Friends Service Committee, Box 11592, Capitol Station, Columbia, S.C., 9211 ($7.50).

Phi Delta Kappa. School Climate Improvement: A Challenge to the School Administrator. (no date: available from Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana, 47402).

Handbook for Developing Schools with Good Discipline. 1982. Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47402.

Wolfgang, C., and Glickman, C. Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon, 1980.

## ASSESSMENT AND EVALUATION

Phi Delta Kappa. School Climate Improvement. P.O. Box 789, Bloomington, IN 47402.

Selman, R., and Krupa, M. An Interview Method for Evaluating Developmental Level in Adolescents' Interpersonal Negotiation Strategies: A Scoring Manual. Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115.

## CURRICULUM

### *DECISIONS ABOUT WORK

Guidance Associates, filmstrips, Communications Park Publishing Group, Mt. Kisco, NY 10549.

Sunburst Communications, filmstrips, Room G 3535, 39 Washington Ave., Pleasantville, NY 10570.

Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA 94545.

The National Center of Economics for Children, Lesley College, Cambridge, MA, 02238.

*See Decisions About Work section of the Program Manual for a more in-depth resource list.

Decisions About Drug Use

Printed matter:

The American Cancer Society, 219 East 42nd St., New York, NY 10017 (information on tobacco and smoking).

Boston Center for Alcohol and Health, 29 Commonwealth Ave., Boston, MA 02116, 617-267-8553 (films, library, personnel).

The Channing L. Bete Company, Inc., 200 State Road, S. Deerfield, MA 01373, 800-628-7733; in Mass. call collect 413-665-7611. (Scritographic Booklets on all types of drug use, abuse, alcohol, in cartoon format).

The DO IT Now Foundation, Phoenix, AZ 85010. (pamphlets, booklets with good information).

National Clearinghouse for Drug Abuse Information, 5454 Wisconsin Ave., Chevy Chase, MD 20015 (pamphlets, booklets, film listings).

National Council on Alcoholism, Inc., 2 E. 103rd St., New York, NY 10029 (publications on alcohol use and abuse, alcoholism).

National Institute of Mental Health, Public Information Branch, Chevy Chase, MD 20203 (books, booklets, pamphlets on all types of drugs).

Public Affairs Pamphlets, 381 Park Ave. South, New York, NY 10016 (pamphlets).

Audio-Visual:

Guidance Associates, Communications Park, Box 3000, Mount Kisco, NY 10549, 800-431-1242.

Modern Talking Picture Service, 5000 Park St. North, St. Petersburg, FL 33709.

MTI Teleprograms, 800-323-5343.

Sunburst Communications, 39 Washington Ave., Pleasantville, NY 10570, 800-431-1934.

Juvenile Law

Riekes, L. Youth Attitudes and Police. New York: West Publishers, 1975.

Riekes, L. and Ackerley, S. Juvenile Problems and Law. New York: West New York: West Publishers, 1975.

Riekes, L. and Ackerley, S. Lawmaking. New York: West Publishers, 1980.

Law Related Education in America, American Bar Association Special Committee on Youth Education for Citizenship, 1155 E. 60th St., Chicago, IL 60637.

Arbetman, L., McMahon, E. and O'Brien, E. Street Law: A Course in Practical Law. New York: West Publishers, 1975.

Adolescent Development and Sexuality

Facts and Information

For adults:

Boston Women's Health Collective, Our Bodies, Ourselves, Simon and Schuster, 1976.

Katchadourian, H.A. Fundamentals of Human Sexuality, Holt, Rinehart and Winston, 1972.

McCary, J.L. Human Sexuality, Van Nostrand, Rheinhold Co., 1973.

For teens:

Bell, Ruth. Changing Bodies, Changing Lives, Random House, New York, 1980.

Comfort, Alex and Jan. The Facts of Love, Ballantine Books, New York, 1979.

Gordon, Sol (many books), Facts About Sex for Today's Youth, Ed-U Press, Charlottesville, VA 1973.

Kelly, Gary. Learning About Sex. Barron's Educational Series.

Kelman, Saxon. Modern Human Sexuality, Houghton Mifflin Co., 1976.

Kempton, Winifred. An Easy Guide to Loving Carefully (and others). Planned Parenthood of Contra Costa, Walnut Creek, CA, 1980.

Mayle, Peter. What's Happening to Me? Lyle Stuart, Inc., 1979.

McCoy and Wibblesman. The Teenage Body Book, Gulf and Western Corp., New York, 1976.

For younger children:

Andry and Schepp. How Babies Are Made, Time-Life Books, 1968.

Gordon, Sol. Girls are Girls and Boys are Boys, So What's the Difference? John Day Co., New York, 1976.

Mayle, Peter. Where Did I Come From? Lyle Stuart, Inc., 1979.

For Parents:

Block, W.A. What Your Child Really Wants to Know About Sex and Why, Prentice-Hall, 1974.

Gordon, Sol. Let's Make Sex a Household Word, John Day Co., 1975.

Pomeroy, Wardell. Your Child and Sex: A Guide for Parents, Delacorte Press, 1974.

Curricula:

Adolescent Decisions, S. Brion-Meisels, G. Lowenheim, B. Rendeiro, Judge Baker Guidance Center, 295 Longwood Ave., Boston, MA 02115.

Changing Learning/Changing Lives, Barbara Gates, The Feminist Press, 1979.

Family Life Education, Planned Parenthood of Santa Cruz, CA, 1979.

Family Life Education, a Resource for Elementary Grades, Network Publications, Santa Cruz, CA 1981.

Sex Education: Teacher's Guide and Resource Manual, Planned Parenthood, Santa Cruz, 1977.

Other:

Planned Parenthood: your local branch. Many materials for lending or purchase.

Public Affairs Pamphlets, 381 Park Ave. South, New York, NY 10016.

S.I.E.C.U.S., 80 Fifth Ave., Suite 8012, New York, NY 10011.

CLASSROOM MEETINGS

Brion-Meisels, S. "Reasoning with Troubled Children: Classroom Meetings as a Forum for Social Thought". Moral Education Forum, Winter, 1979.

Glasser, W. Schools Without Failure. New York: Harper & Row, 1969.

STUDENT GOVERNMENT AND COMMUNITY MEETINGS

Kozberg, G. and Winegar, J. "Implications for Secondary Schools", Phi Delta Kappan, April, 1981.

Mosher, R. "A Democratic High School: Damn It, Your Feet Are Always in the Water," Character Potential: A Record of Research, 8 (No. 4, 1978), 196-217.

Simon, Martha, Full Circle School, P.O. Box A-2, Somerville, MA 02145.

Thompson, Gene, IDS Program, Watertown High School, 51 Columbia St., Watertown, MA 02172.

PARENT INVOLVEMENT AND EDUCATION

Federation for Children with Special Needs, 120 Boylston St., Boston, MA, 02116, 617-482-2915.

The Parent Information/Assistance and Resource Project, Boston Public Schools, 26 Court St., Boston, MA 02108, 617-726-6292, 726-6393.

Parent Involvement Center, University of New Mexico, 1700 Pennsylvania, N.E., Albuquerque, New Mexico 87110 (an excellent resource for planning a comprehensive parent program).

Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Ave., Boston, MA 02115.

## THE SCHOOL IN THE COMMUNITY

Albee G. Social Science and Social Change: The Primary Prevention of Disturbance, in Youth. Center for Youth Development and Research, University of Minnesota, St. Paul, MN 55108.

# APPENDICES

# APPENDIX A

## NEEDS AND INTEREST ASSESSMENT FOR SCHOOL STAFF

### I. Decisions, Decisions

1. In Column A, please list decisions that your students must make as they move through the day. (Think about relations with family, peers, and staff; school work and school behavior; community members, employers, etc.)

| "A" | "B" | "C" |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

2. In Column B, rate these decisions in terms of their importance to <u>you</u> as a school staff member. (Think about problems, challenges, frequency of dealing with issues, etc.)

3. In Column C, rate these decisions in terms of their importance for <u>your students</u>.

Needs and Interest Assessment for School Staff/ page 2

4. Circle the areas that you have rated as common to both you and your students. If no areas are common to both groups, choose 3-4 areas from columns B and C that are common concerns for each group (staff and students). List these areas of priority concern in the space below:

   1.

   2.

   3.

   4.

5. In what ways does your site and your staff already work on these areas?

6. What new strategies for working on these issues seem most adaptable to your setting? (Think about curriculum, group or individual work, student government, in-service for staff, parent involvement, etc.)

7. What specific areas are most interesting and motivating to you as a staff person? What skills do you have to offer in these areas?

8. What new skills or information do you need in order to be an effective staff person in this area?

9. List some ways in which you (and your staff) could develop skills in this area.

10. List some specific first steps in implementing a school program (e.g., curriculum, group work, counseling program) to respond to the identified priority needs, given staff interests and skills.

Appendix B

Sample Needs and Interest Assessment

for Parents

# Manville School / Judge Baker Guidance Center

## PARENT QUESTIONNAIRE TO HELP PLAN FOR THE PARENT PROGRAM

1. Name of Parent(s) _____ Telephone _____

   Name of Child(ren) in the Manville School _____ Relationship (son, fosterchild, grandchild, etc.) _____ Age ____ Sex _____

2. What are the best times for you to come for parent activities?

| | MON | TUES | WED | THURS | FRI |
|---|---|---|---|---|---|
| morning | | | | | |
| afternoon | | | | | |
| evening | | | | | |

3. What are the worst times for you to come for parent activities?

| | MON | TUES | WED | THURS | FRI |
|---|---|---|---|---|---|
| morning | | | | | |
| afternoon | | | | | |
| evening | | | | | |

4. If it would be difficult for you to come, what are the reasons?

   Do not own a car and public transportation is not available _____

   Transportation or parking is too expensive _____

   No child care _____

   Neighborhood not safe to go out _____

   Too tired _____

   No time _____

   Other _____

Which of these possible activities for parents would you like to have available?

a. Social get-togethers _____ How often? _____

b. A group which meets regularly to share and help each other with concerns about being a parent? _____

c. Working on a newsletter for staff and parents? _____

d. Assisting in school and classroom activities? _____
(For example, trips, parties, special programs)

e. Parent groups to help with particular issues? _____

| Which topics would interest you? | | ONE MEETING | SEVERAL MEETINGS |
|---|---|---|---|
| Discipline | _____ | _____ | _____ |
| Learning about and helping your child with learning disabilities | _____ | _____ | _____ |
| Being a single parent | _____ | _____ | _____ |
| Being a foster parent | _____ | _____ | _____ |
| Understanding Chapter 766; what it does, what are your rights | _____ | _____ | _____ |
| Helping children through divorce and separation | _____ | _____ | _____ |
| Sibling rivalry | _____ | _____ | _____ |
| Peer influences | _____ | _____ | _____ |
| Sex education | _____ | _____ | _____ |
| Drugs & Alcohol | _____ | _____ | _____ |

Other topics which you feel are important _____

_____

f. Being on a committee to plan programs for parents _____ to plan programs for children _____.

g. Other activities which you feel are important _____

_____

_____

Thank you very much for your input.

Appendix C

## PARENT EVALUATION IDEAS

### I. The Program This Year

A. Time and Structure

1) We met at 7:00. Was this a good time for you? Yes _____ No _____

What would be a better time? _____

2) We met for 2 hours. This was:

a) too long b) too short c) just right

3) We usually had one "lesson" each meeting. Sometime we broke into small groups. Would you have liked:

____ more lessons (by teachers)

____ more small groups (with parents)

____ more outside speakers

____ no change: it was good this way.

4) We tried to stay with the Adolescent Issues curriculum. Would you have liked to talk about other things -- like other school work, or other problems at home?

Yes ____, I would have liked to talk about: _____

_____

No ____, it was good to stay with the Adolescent Issues curriculum.

5) When you did not attend, was it because of:

____ late notice ____ work conflicts ____ no child care

____ no ride ____ meetings were boring ____ suppertime

____ no company to come with ____ no child care ____ other meetings

other: _____

B. Content

Please rate the topics to show how much you enjoyed or learned from each one. (1 = Excellent 2 = Fair 3 = Poor)

| | | | |
|---|---|---|---|
| 1) Adolescnece in general | | | |
| a. Universal Tasks (independence, etc.) | 1 | 2 | 3 |
| b. Resolving Conflicts | 1 | 2 | 3 |
| 2) Sex Education | | | |
| a. Film: "Am I Normal?" | 1 | 2 | 3 |
| b. Changes and Adolescence | 1 | 2 | 3 |
| 3) Drug Education | | | |
| a. Alcohol | 1 | 2 | 3 |
| b. Use of Marijuana | 1 | 2 | 3 |
| 3) Jobs | | | |
| a. Job Program | 1 | 2 | 3 |
| b. Summer Plans | 1 | 2 | 3 |
| 5) Politics -- how we can influence our representatives | 1 | 2 | 3 |

C. Activities

Please rate the activities (1 = Excellent (enjoyed a lot), 2 = Fair, 3 = Poor)

| | | | |
|---|---|---|---|
| 1) Teacher Lessons | 1 | 2 | 3 |
| 2) Small group discussions | 1 | 2 | 3 |
| 3) Movie ("Am I Normal?") | 1 | 2 | 3 |
| 4) Role-plays | 1 | 2 | 3 |
| 5) Hand-out worksheets | 1 | 2 | 3 |
| 6) Postcards to Congress | 1 | 2 | 3 |

II. The Program Next Year

A. Time and Structure

The group should meet:

a) weekly b) every other week c) monthly d) every other month

Meetings should last:

a) 1 hour b) 1½ hours c) 2 hours

There should be:

a) more teacher lessons b) more small groups c) more outside speakers

d) more movies

Should there be a special group for "new" parents, or should "old" and "new" parents be mixed?

"New" group _____ Mixed group _____

Who should lead the group?

a) parents b) teachers c) social worker

Should the group stay with Adolescent Issues topics? Yes _____ No _____

If you said No, what other things would you like to talk about?

_____

III. Best/Worst

A. What was the best thing about the Parents' group this year?

(you can check more than one, but not too many!)

____ learning new information

____ role-playing problems

____ hearing and talking with other parents

_____ asking questions about my own teenager

_____ finding out I am not alone

_____ learning about ways to handle certain problems

_____ the food

other _____

2. What was the worst thing about the Parents' group?

_____ meetings too long

_____ meetings too short

_____ meetings not interesting or relevant to me

_____ having to talk in front of others

_____ not enough information

_____ wanted to know about lessons before they happened

_____ the food

other _____

3. Do you think other parents in the Manville School should have a group like this? Yes _____ No _____ Why? _____

_____

4. Do you think parents of public school adolescents should have a group like this? Yes _____ No _____

5. Do you think you will come next year? Yes _____ No _____

If you said no, please help us by giving us some ideas about why you are no longer interested _____

_____

6. Are you interested in helping to coordinate the group for next year? Yes___ No___

THANKS FOR YOUR HELP --- WITH THIS PROJECT AND THROUGHT THE YEAR. Steven, Beth, Gwen

Appendix D

THE INTERPERSONAL NEGOTIATION STRATEGIES INTERVIEW

People are always running into problems with others at school, at work, and at home. Everyone has to work out ways to solve them. I am going to read you some examples and I would like you to tell me some ways the situations could be dealt with. There are no right or wrong answers to these questions so I just want you to tell me what you think is the best way to handle the situation. (NOTE: MATCH SEX OF PROTAGONIST TO THAT OF THE SUBJECT. ALSO BE SURE TO PROBE WHY A GIVEN NEGOTIATION IS SUGGESTED.)

1) a. John (Susan) works in a grocery store after school. He (she) is only supposed to work for 10 hours a week but the boss keeps asking him (her) at the last minute to work really late on Friday nights. Even though the boss pays for the extra time, John (Susan) doesn't like being asked to work at the last minute. b. What would be a way for John (Susan) to deal with the boss? (c. Role play if necessary.) d. Why do you think (subject's response to "b") would be a good way to deal with the problem? e. What do you think would happen if John (Susan) did that? (f. May probe why the outcome "e" was suggested if time permits.)

2) Deb (Dan) and her (his) boyfriend (girlfriend) are out on a date together. Deb (Dan) wants to start going out with other guys (girls) but she (he) doesn't think that the boyfriend (girlfriend) will like that. How can Deb (Dan) deal with this situation? (Role play.) Why would that (subject's response) be a good idea? What do you think would happen if Deb (Dan) did that?

3) Mark (Mary) is a runner on the track team at school. An important meet is coming up that the coach really wants to win. He asks Mark (Mary) to take some drugs that will give him a better chance of winning. Mark (Mary) doesn't want to do that. How can Mark (Mary) deal with the coach? (Role play.) Why would that be a good idea? What do you think would happen if Mark (Mary) did that?

4) Beth (Bob) works after school in a bakery. Just as she (he) is about to leave, a pan of muffins falls to the floor. Another worker walks in the door to start her shift just as this happens. Beth (Bob) wants the other worker to pick up the muffins so that she (he) can leave on time, even though they fell on her (his) shift. How can Beth (Bob) deal with this other worker? (Role play.) Why would that be a good idea? What do you think would happen if Beth (Bob) did that?

5) Joe's (Janet's) mother always has him (her) go to a picnic with his (her) mom's friend and her friend's daughter (son). Joe (Janet) doesn't really like this girl (boy) at all and doesn't want to go. What is a good way for Joe (Janet) to deal with his (her) mother? Why would that be a good idea? What do you think would happen if Joe (Janet) did that?

6) Pam (Peter) goes to a party where there are a lot of drugs. Pam (Peter) doesn't like this too much and feels uncomfortable. Her (his) friend saved some really expensive pot and came up to smoke it with her (him) but Pam (Peter) doesn't like pot. How can Pam (Peter) deal with the friend? (Role play.) Why would that be a good idea? What do you think would happen if Pam (Peter) did that?

7) Russ (Rona) works in a cafeteria serving food to customers. He (she) wants to take off Friday night but he (she) knows that the boss doesn't like people taking off Friday nights. How can Russ (Rona) deal with his (her) boss? (Role play.) Why would that be a good idea? What do you think would happen if Russ (Rona) did that?

8) Martha (Matt) has been good friends with Al (Ann) for a long time. Then Al (Ann) asks her (him) to go out but she (he) really doesn't want to go out with him (her). How can Martha (Matt) deal with Al (Ann)? (Role play.) Why would that be a good idea? What do you think would happen if Martha (Matt) did that?

9) Andy's (Ann's) uncle (aunt) drinks a lot of whiskey every day. He (she) hates that and wants him (her) to stop. How can Andy (Ann) deal with his (her) uncle (aunt)? (Role play.) Why would that be a good idea? What do you think would happen if Andy (Ann) did that?

10) Ted (Tina) works on a construction job with his (her) friend Alex (Amy). Alex (Amy) gets stuck with a job that is really hard and he (she) wants Ted (Tina) to help him (her). Ted (Tina) doesn't want to help with this job. How can Ted (Tina) deal with Alex (Amy)? (Role play.) Why would that be a good idea? What do you think would happen if Ted (Tina) did that?

11) Tom (Toni) was asked to the school fair by a girl (boy) and said he (she) would go. Tom's (Toni's) mother doesn't like this girl (boy) and probably won't want him (her) to go. What is a good way for Tom (Toni) to deal with his (her) mother? (Role play.) Why would that be a good idea? What do you think would happen if Tom (Toni) did that?

2) Joan (Jim) has a good friend who is starting to take drugs. Joan (Jim) does not like this friend taking drugs. How can Joan (Jim) deal with her (his) friend? (Role play.) What would that be a good idea? What do you think would happen if Joan (Jim) did that?